

Board Office Use: Legislative File Info.	
File ID Number	24-1940
Introduction Date	8/14/2024
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 28, 2024

Subject Charter Renewal Initial Public Hearing – Aspire Lionel Wilson College Preparatory Academy

Ask of the Board Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Background On December 14, 2016, the OUSD Board of Education voted to approve a five-year term for Aspire Lionel Wilson College Preparatory Academy. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 1, 2024, Aspire Lionel Wilson College Preparatory Academy submitted its renewal petition. Aspire Lionel Wilson College Preparatory Academy was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5 year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for Aspire Lionel Wilson College Preparatory Academy is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Fiscal Impact No direct fiscal impact.

- Attachment(s)**
- Aspire Lionel Wilson College Preparatory Academy Renewal Petition – Redline
 - Aspire Lionel Wilson College Preparatory Academy Renewal Petition – Clean
 - Aspire Lionel Wilson College Preparatory Academy Initial Public Hearing Presentation

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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 14, 2024

Subject Submission – Aspire Public Schools - Lionel Wilson College Preparatory Academy – Petition and Charter (Renewal) – Grades 6-12 - July 1, 2025 – June 30, 2030

Ask of the Board Submission to the Board of Education of Aspire Public Schools – Lionel Wilson Preparatory Academy - Petition and Charter (Renewal) - Grades 6-12 - July 1, 2025 - June 30, 2030, with initial Public Hearing set for 6:15 P.M., August 28, 2024, pursuant to Education Code Section 47605.

Background On December 14, 2016, the OUSD Board of Education voted to approve a five-year term for Aspire Lionel Wilson College Preparatory Academy. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

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- Discussion** Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.
- Fiscal Impact** No direct fiscal impact.
- Attachment(s)**
- Aspire Lionel Wilson College Preparatory Academy Renewal Petition – Redline
 - Aspire Lionel Wilson College Preparatory Academy Renewal Petition – Clean
 - Aspire Lionel Wilson College Preparatory Academy Initial Public Hearing Presentation



ASPIRE
PUBLIC
SCHOOLS

ASPIRE LIONEL WILSON COLLEGE PREPARATORY

ACADEMY CHARTER RENEWAL PETITION

For the term July 1, 2025 - June 30, 2030

Submitted July 1, 2024

Original Charter Approved by Oakland Unified School District

January 2002

Last Charter Renewal Approval

December 2016



July 1, 2024

Kelly Krag-Arnold,
Director Office of Charter
Schools Oakland Unified
School District
1000 Broadway, 3rd Floor, Suite 398
Oakland, CA 94607

Re: Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition

Dear Director Arnold:

Aspire Public Schools (“Aspire”), which operates Aspire Lionel Wilson College Preparatory Academy (“Lionel Wilson Prep” or the “Charter School”), authorized by the Oakland Unified School District (“OUSD” or the “District”), submits this request for a renewal of Lionel Wilson Prep’s charter petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The Aspire Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

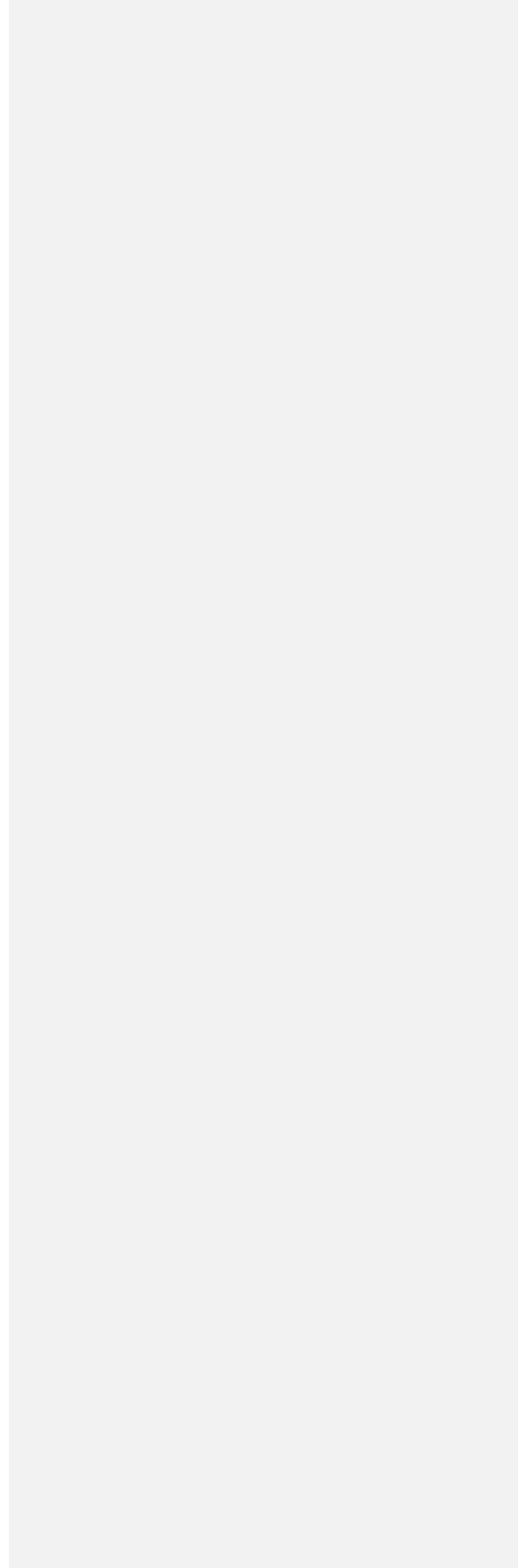
Lionel Wilson Prep strives to provide a rigorous, joyful academic experience that cultivates students’ skills, talents, and gifts and allows them to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The Charter School currently serves 451 students in grades 6-12. Over 80% of the Charter School’s students are socioeconomically disadvantaged. Lionel Wilson Prep aims to provide high-quality education that prepares students to be change-makers, critical thinkers, and problem solvers who can contribute to building a more just and equitable world. The Charter School believes that education is liberation and works to ensure that its students are prepared to succeed in college, career, and life. In submitting this request for renewal, Lionel Wilson Prep is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District’s submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. Final Renewal Petition – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous

| [petition, enclosed:](#)



2. Performance Report – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed in Appendix I;
3. Verified Data – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed in Appendix II
4. Financial Packet – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed in Appendix III

The following items have been submitted to OUSD in Epicenter:

5. Red-Line Petition – A red-line copy of renewal, showing all changes made to the charter school's most recent District Board-approved petition, submitted in OUSD's Epicenter;
6. Initial Public Hearing Presentation – A PowerPoint presentation for the initial public hearing, submitted in OUSD's Epicenter

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only;
and
4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

Lionel Wilson College Preparatory Academy is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at javier.cabra@aspirepublicschools.org or (510)908-1800 if you have any questions.



Sincerely,

Javier Cabra Walteros, Executive Director, Bay Area



ASPIRE
PUBLIC
SCHOOLS

ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

CHARTER RENEWAL PETITION
For the term July 1, 2025 - June 30, 2030
Submitted July 1, 2024

Original Charter Approved by Oakland Unified School District
January 2002

Last Charter Renewal Approval
December 2016



College for Certain

~~Aspire Lionel Wilson College Preparatory Academy~~

~~RENEWAL CHARTER for the term July 1, 2017 through June 30, 2022~~

~~Original Charter Approved by Oakland Unified School District
January 2002~~

~~Charter Renewal Approved
January 11, 2012~~

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Affirmations, Declarations, and Assurances

Aspire Lionel Wilson College Preparatory Academy Charter Assurances

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

Aspire Lionel Wilson College Preparatory Academy (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

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

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

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

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

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

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

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils,

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

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

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

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

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

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

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

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools. (Ed. Code § ~~47605(e)(4)(D)~~)
Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

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

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

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

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

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

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

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

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

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

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

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

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

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

Aspire Lionel Wilson 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 The Charter School without graduating or completing the school year for any reason, The Charter School shall notify the superintendent of 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200 (Ed. Code § 47605(d)(3).)

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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5. ~~Meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(e)(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(e)(2).)~~
7. ~~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)]~~

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8. ~~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)]~~
9. ~~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).~~
10. ~~Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.~~
11. ~~Not require any child to attend the Charter School nor any employee to work at the charter school.~~
12. ~~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.~~
13. ~~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)]~~
14. ~~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 nonecore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]~~
15. ~~At all times maintain all necessary and appropriate insurance coverage.~~
16. ~~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)]~~
17. ~~Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605–47605.1]~~
18. ~~Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]~~
19. ~~Comply with all applicable portions of the Elementary and Secondary Education Act.~~
20. ~~Comply with the Political Reform Act.~~
21. ~~Comply with the Family Educational Rights and Privacy Act.~~

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- ~~22. Comply with the Ralph M. Brown Act as applicable.~~
- ~~23. Meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]~~
- ~~24. 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.~~



9/28/2016

~~Kimi Kean~~ ~~DATE~~
~~Bay Area Superintendent,~~
~~Aspire Public Schools~~

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Introduction and Overview

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We present this renewal charter petition for another 5-year charter term for Aspire Lionel Wilson College Preparatory Academy (LWP, or Charter School), located in the Sobrante Park neighborhood of Oakland. Our students in grades 6-12 are 94% Latina/o/x, 4% Black or African American, 87% Socio-Economically Disadvantaged (SED), 21% English learners (ELs) and 16% students with disabilities (SWD).¹ LWP's students have shown incredible progress in learning since the COVID-19 pandemic. In the most recently publicly reported data, Aspire Lionel Wilson students meet or exceed the performance of their peers. Listed below are highlights of our academic success in the last charter term. For details and additional citations, see the next section, *Charter Renewal Criteria*.

- **U.S. News and World Report: Top High School.** Aspire Lionel Wilson College Preparatory Academy, a testament to our collective commitment to excellence, was recognized in 2023 by U.S. News & World Report as one of the Top 100 High Schools in California and among the Top 20 High Schools in the Bay Area. These selective rankings, published annually, consider a blend of metrics, including students' college readiness, availability of college-level curriculum, graduation rates, and proficiency test results in determining rankings. In 2023, Aspire Lionel Wilson Prep, currently home to 449 scholars in grades 6-12, proudly stood at #92 out of 2,613 California public high schools (top 4%) and #19 out of 245 Bay Area public high schools (top 8%), a feat we all share in.
- **Consistent Success in CAASPP.** Smarter Balanced Assessment Consortium (SBAC) performance results in 2023 show that Aspire Lionel Wilson students – overall and the statistically significant subgroups – achieved English Language Arts (ELA) and Math Distance from Standard (DFS) scores higher than the average DFS score of traditional public schools serving grades 6-8 and/or 9-12 within a 5-mile radius from Aspire Lionel Wilson. Year after year in the last charter term, our school's ELA/Math DFS scores are also higher compared to the averages of the local school group; in ELA, LWP scores are consistently greater than those of the local district.
- **ELA Progress in Upper Grades.** Our ELA CAASPP results suggest that the longer students are enrolled at Aspire Lionel Wilson, the better they perform in ELA as they advance in grades over time. ELA CAASPP test results reveal that the percentage of our 11th-graders that Met/Exceeded Standard is consistently more than double our overall rate for students in Grades 6-8.
- **English Learner Progress.** The 2023 Dashboard shows that Aspire Lionel Wilson's English learners are advancing towards English language proficiency at a remarkable rate. Aspire Lionel Wilson achieved a blue color rating for its 63.4% English Learner Progress Indicator (ELPI) rate, which outpaced the average for local traditional public schools serving similar

¹ California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup; DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 24, 2024.
Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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grades (35.0%), Oakland Unified School District's rate (44.2%), and the State's (48.7%).² The 2023 rate of 63.4% represents a significant increase from last year's rate of 36.0% and our pre-pandemic 2019 rate of 29.0%.³

- **Graduation, A-G, and College Matriculation Rates.** Since 2019, LWP's California Dashboard graduation rates have been higher compared to those of OUSD and California.⁴ The LWP A-G rate has also increased since 2021. LWP's 2023 A-G rate among graduating students (84.3%) is 19.9 and 31.9 percentage points higher than that of OUSD (64.4%) and State (52.4%), respectively.⁵ The results are noteworthy since under some criteria, LWP's graduation requirements exceed those of the UC/CSU A-G eligibility requirements. Moreover, in the 2023-24 school year, based on internal data, the percentage of our high school graduates expected to enroll in a two or four-year college is 93% (29 percentage points higher than the 2022-23 rate), while 7% are pursuing trade school or military enlistment.

LWP is part of Aspire Public Schools, a state network of public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our core values, we believe in the power of creating and maintaining learning environments in which students learn *with* community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and liberated future for themselves and their community inspires us into urgent, intentional action each day.

The LWP school model has been to build a foundation of support for students' most essential learning needs so that they are present and motivated to fully take advantage of all our programming offerings.

- **Personalized Student Attention:** Our overall small school and class size, allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs.
- **Student Academic Ownership:** Grounded in a foundation of teaching and practicing cooperative learning structures, self-management skills, and classroom routines, we empower our students to own their academic journey. For example, students receive daily instruction in constructivist pedagogical approaches (e.g. dialogic learning), engage in semesterly cross-curricular exhibition projects, and collaborate with their college advisors on

² California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

³ California Department of Education. California School Dashboard: 2022 and 2019. Accessed June 25, 2024.

⁴ California Department of Education. California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.

⁵ California Department of Education: DataQuest. 2022-23 Four-Year Adjusted Cohort Graduation Rate: Aspire Lionel Wilson College Preparatory Academy School Report. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqconsensus/CohRate.aspx?agglevel=school&year=2022-23&cds=01612590130666>.

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dual enrollment and/or to design their postsecondary plans.

- **Culturally Responsive Instructional Design.** Lessons are created and delivered with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.
- **Data-driven Decision Making:** LWP plans and implements a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of our middle and high school scholars. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students.
- **Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:** Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens by teaching SEL competencies and themes from the RULER curriculum throughout the school day and during the Advisory block, as well as by offering mental health programming.

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Charter Renewal Criteria

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

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

The three performance categories are as follows:

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

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. LWP is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

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

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- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

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

Dashboard Performance Renewal Criteria – Middle Performing

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

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

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

Dashboard State and Local Indicators (2023) **Dashboard: English Language Arts and Math**

The CAASPP is available to span middle-high schools in grades 6-8 and 11 only. According to the CDE, “Distance from Standard represents the distance between a student’s score on the Smarter Balanced Assessments and the Standard Met Achievement Level.”⁶ In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

Smarter Balanced Assessment Consortium (“SBAC”) performance results in 2023 show that LWP students, both overall and in numerically significant student subgroups, are achieving Distance from Standard (“DFS”) scores in ELA and math that are better than the average DFS score of traditional

⁶ California Department of Education, California School Dashboard: Academic Indicator. Accessed June 25, 2024 from <https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf>.

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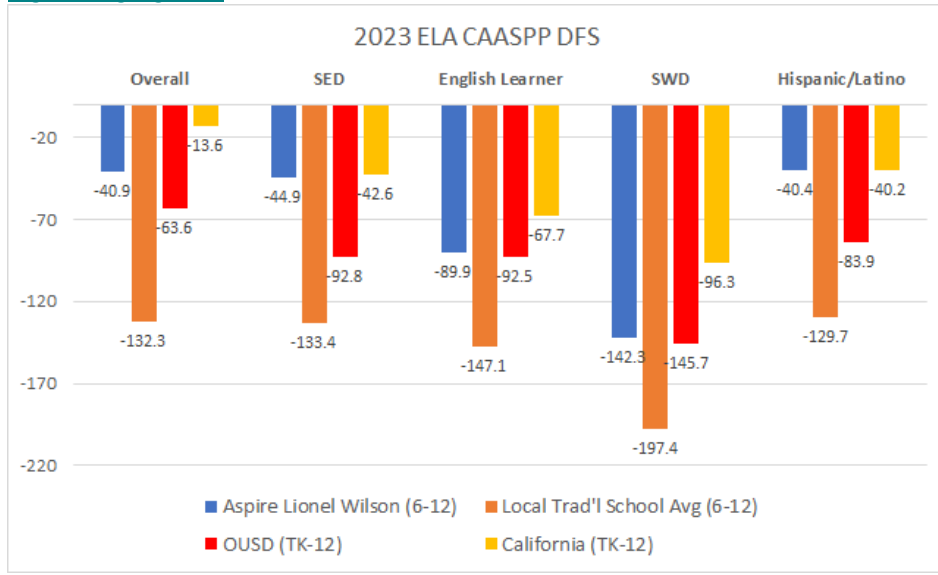
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public schools serving grades 6-8 and/or 9-12 within a 5-mile radius from the Charter School.⁷ In ELA, LWP DFS scores are also greater than those of the district as a whole. Moreover, LWP's year-to-year DFS growth is greater than the local comparison group average.

LWP's better DFS performance is also generally reflected when presenting the data as the percentage of students that met or exceeded the test standard. (For more information, see *Charter Renewal Criteria: CAASPP - Percentage of Students Meeting or Exceeding Standard.*)

The Dashboard charts and graphs below show a comparison of the Aspire Lionel Wilson's DFS performance and the average ELA/math performance of local traditional public schools our students would otherwise attend. Included are results for all students and for subgroups with numerically significant numbers of students tested at LWP: Latina/o/x students, Socioeconomically Disadvantaged Students, English learners, and Students with Disabilities ("SPED"). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not "numerically significant" for Aspire Lionel Wilson as defined by California Dashboard metrics.

English Language Arts



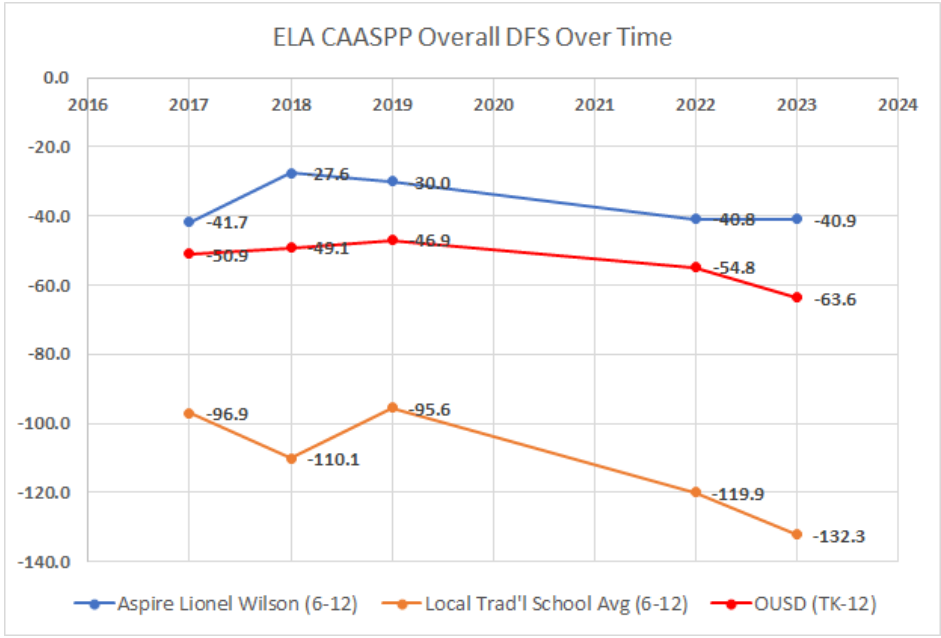
⁷ Included in the average performance are Elmhurst United Middle, Frick Academy of Language Middle, Coliseum College Preparatory Academy, Madison Park Academy, 6-12, Castlemont High School, and Fremont High. See Appendix V for DFS data tables of the comparison schools and the calculated DFS averages.

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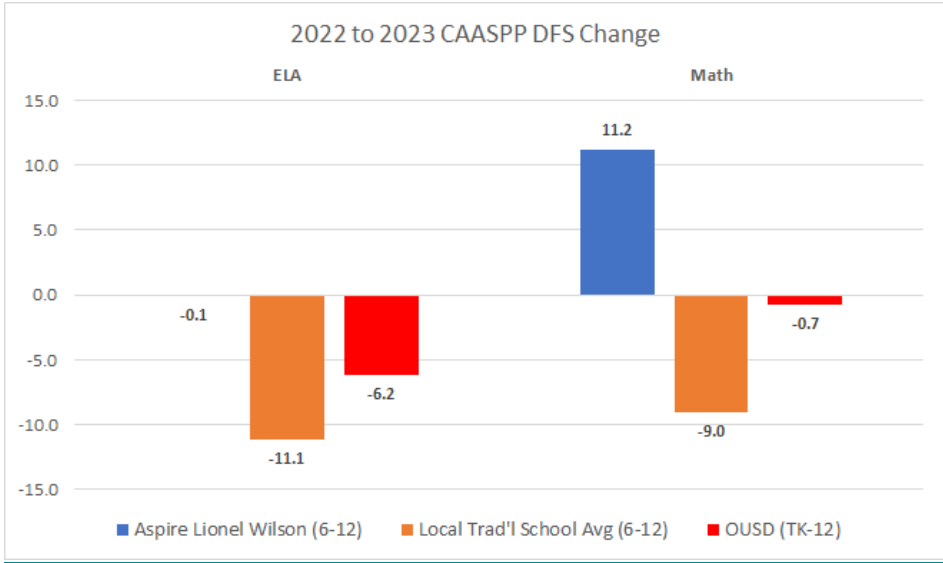


In 2023, the ELA CAASPP Distance from Standard score for Aspire Lionel Wilson is better overall and for all statistically significant subgroups than the average of the local comparison school group, and the district average. LWP’s scores for students overall (-40.9) and for Socioeconomically Disadvantaged students (-44.9) are better by about 90 points in comparison to the local comparison school averages (-132.3 and -133.4, respectively).⁸ As shown in the longitudinal chart above, LWP has had better ELA DFS scores consistently year over year in the last charter term. Moreover, the chart below reveals that the change in DFS from 2022 to 2023 is also better compared to the average score of the local school group and the district score.⁹

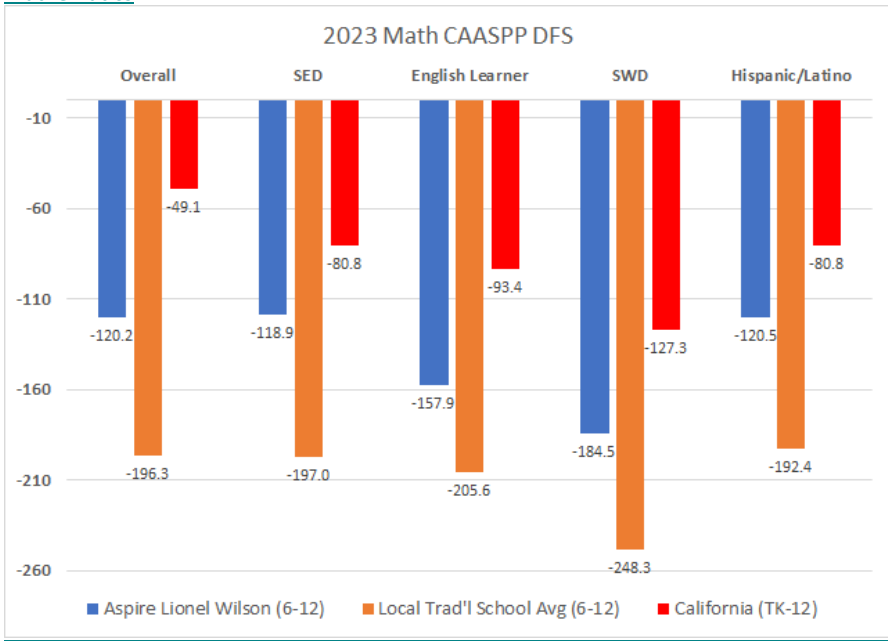
⁸ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

⁹ California Department of Education. California School Dashboards: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.

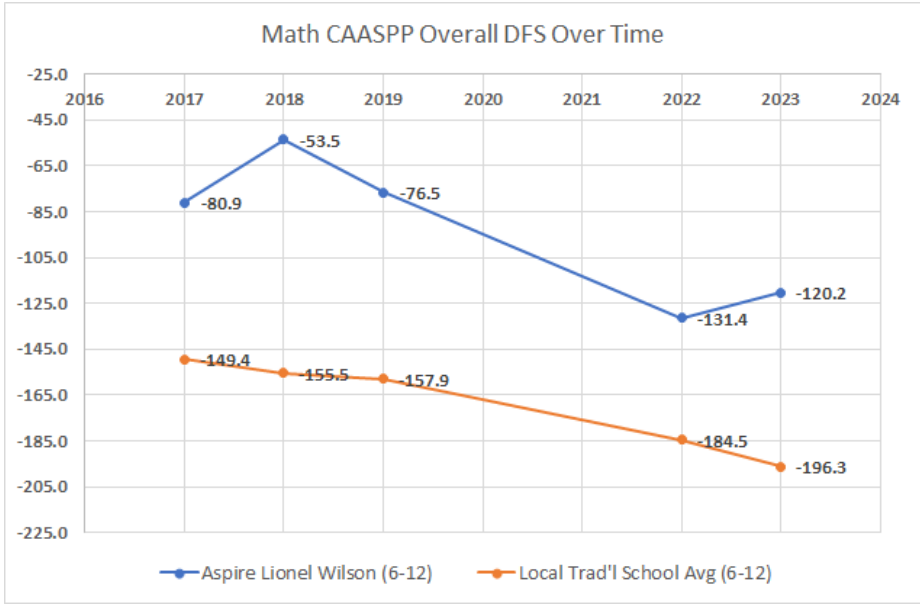
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Mathematics



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In 2023, the Math CAASPP Distance from Standard score for Aspire Lionel Wilson is better overall and for all statistically significant subgroups in comparison to the local traditional public schools serving similar grades and within a five-mile radius. The scores for students overall (-120.2) and for Socioeconomically Disadvantaged students (-118.9) are better by about 77 points in comparison to the local comparison school averages (-196.3 and -197.0, respectively).¹⁰ As shown in the longitudinal chart above (“Math CAASPP Overall DFS Over Time”), LWP has had better Math DFS scores consistently year over year in the last charter term. Moreover, the chart above (“2022 to 2023 CAASPP DFS Change”) reveals that the change in DFS from 2022 to 2023 is also better compared to the average score of the local school group and the district score.¹¹

While the relative performance on the 2023 Math CAASPP is higher, we acknowledge room for improvement based on the percentage of students that Met/Exceeded Standard. (For more information, see *Element 1: CAASPP - Percentage of Students Meeting or Exceeding Standard.*) The instructional leadership team attributes the gradual progress in math proficiency to the need for our math instruction to be more dialogical, aligned with priority standards, and focused on all core elements of mathematics. To that end, we continue to build on our math teachers' content knowledge of how procedural fluency, computational fluency, and conceptual understanding are intertwined when taught well alongside high-quality student-facing materials that are backward

¹⁰ California Department of Education, California School Dashboards: 2023. Accessed June 25, 2024.

¹¹ California Department of Education, California School Dashboards: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.

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planned from priority standards rather than simply following the prescribed scope and sequence of the curriculum. With these improvements, we believe our students will have more planned opportunities to discuss mathematical concepts with peers, leading to more effective mastery of the daily objective.

Consequently, we attribute our 2023 improved math performance to a strategic focus on math that targeted professional development and coaching of our math team which included piloting of a new curriculum that better aligns to state standards, improved planning practices to produce high-quality materials, and implementing an internalization process focusing on priority standards. To improve our math performance, we have begun to take proactive steps by aligning Aspire Lionel Wilson’s program design with our regional Aspire Bay Area initiative, implementing new research-based mathematics practices, and focusing more on teaching conceptual knowledge of mathematics. Also, in the 2023-2024 school year, our region piloted a new high school mathematics curriculum, Savvas Mathematics, that endorses the conceptual application of knowledge and skills through problem-solving. Through the strategic use of technology and rich problem solving, we believe that the adoption of the new curriculum has begun providing students the opportunity to discover real-world connections between the math they are learning and their daily lives. For next year, we are planning more frequent math professional development to ensure fidelity of curriculum implementation.

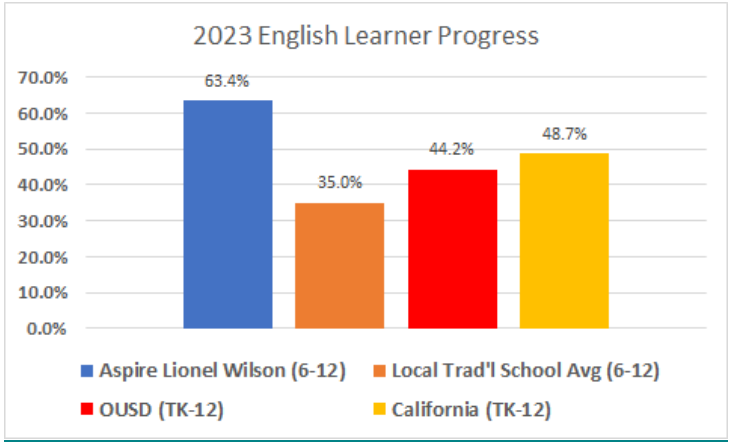
Based on our efforts to improve our students’ math performance, we are already seeing early signs of effectiveness. Our 2023-24 i-Ready and NWEA MAP verified data results reveal that our students are meeting each assessment provider’s standard of minimum growth expectations. (For more information, see *Charter Renewal Criteria: LWP’s Verified Data* in the petition.)

Dashboard: ELPI

On the 2023 Dashboard ELPI, Aspire Lionel Wilson achieved a blue color rating for its 63.4% rate, which outpaced the public school comparison group by 28.4 percentage points (35.0%), OUSD (all grades) by 19.2 percentage points (44.2%), and California (all grades) by 14.7 percentage points (48.7%).¹²

¹² California Department of Education. *California School Dashboards: 2023*. Accessed June 25, 2024.

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The 2023 rate represents a 27.4-percentage-point significant increase in our ELPI since the previous year's rate (36.0%); and a 34.4-percentage-point increase since our pre-pandemic 2019 rate of 29.0%.¹³

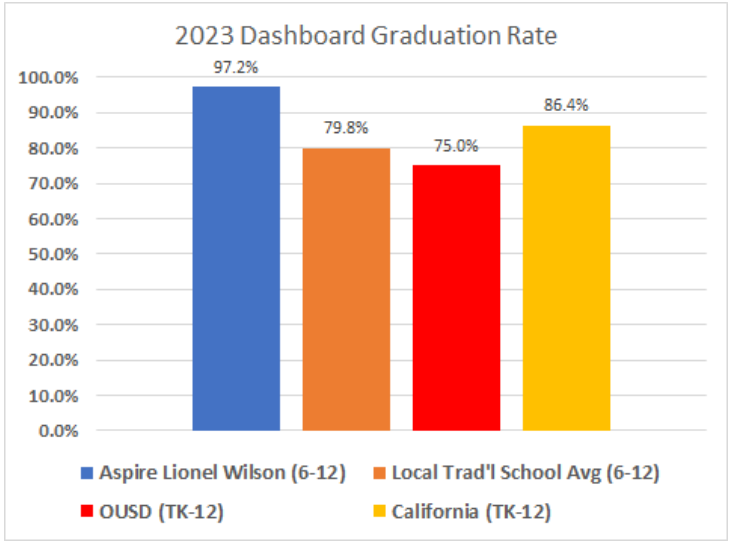
The results above are especially remarkable considering further context about our English learners. As a high school, a high ratio of our students, 17.7% in 2022-23, were classified as Long-Term English Learners ("LTEL") meaning they have been categorized as an English learner for six or more years in U.S. public schools and yet have not gained English fluency. In 2023, our percentage of LTELs was more than twice greater than that of OUSD (7.1%) and about 4 times greater than the percentage for the state (4.6%).¹⁴ As described in Element 1: Plan for English Learners, Aspire Lionel Wilson provides a comprehensive program of designated and integrated English Language Development, including the methodical use of data to update and revise plans to support students in their English Language Development. (For more details see *Element 1: Plan for English Learners* and Tab 1: Open Responses: 11. English Learner Programming in: *Charter Renewal Performance Report found in Appendix I.*)

Dashboard: Graduation Rate & College and Career Indicator

Graduation Rate

¹³ California Department of Education. California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.
¹⁴ California Department of Education. DataQuest: 2022-23 "At-Risk" and Long-Term English Learners (LTEL) by Grade. Accessed June 24, 2024 from <https://dq.cde.ca.gov/dataquest/longtermel/EveryELType.aspx?cds=01612590130666&aggllevel=School&year=2022-23>.
 Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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Based on the 2022-23 California School Dashboard, Aspire Lionel Wilson’s graduation rate of 97.2% is 17.4 percentage points higher than the 79.8% graduation rate average of the local public school group defined above; 22.2 percentage points higher than Oakland Unified School District’s rate of 75%, and 10.8 percentage points higher than the State’s (86.4%).¹⁵ Further, since 2019, LWP’s graduate rate has been higher compared to the rates for OUSD and California.¹⁶

¹⁵ California Department of Education, California School Dashboards: 2023. Accessed June 25, 2024.

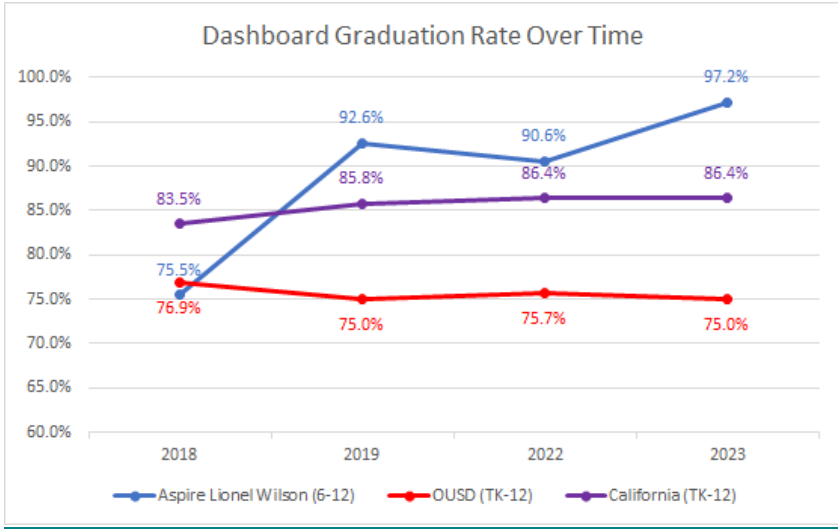
¹⁶ California Department of Education, California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.

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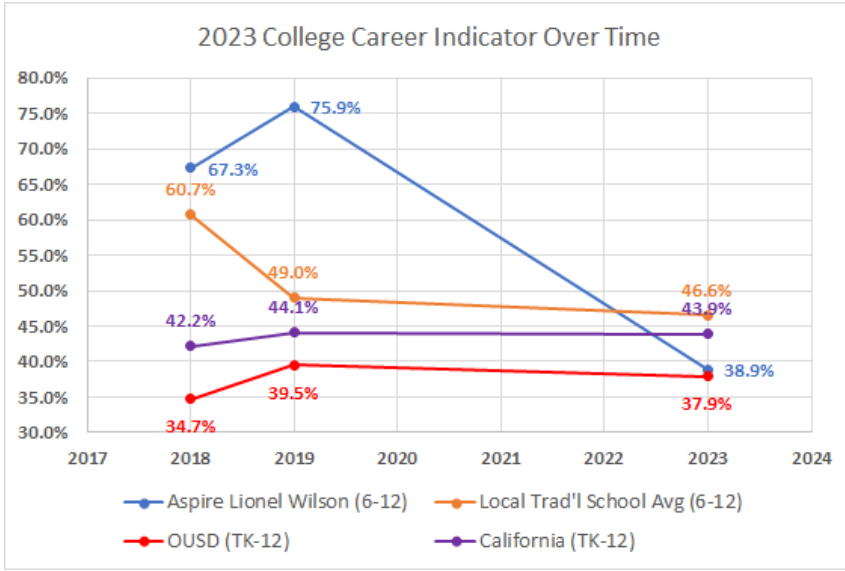
We are proud that LWP has achieved an increase to its graduation rate by 6.6 percentage points (90.6% to 97.2%) since the previous school year – all the while continuing to manage the persisting challenges of the COVID-19 pandemic.

College and Career Indicator

The Dashboard College/Career Indicator is a state indicator that represents the percentage of high school graduates who are prepared for college or a career. Criteria for calculating the CCI measure include passing/completion/attainment of Advanced Placement (“AP”) Exams, A-G, Career Technical Education (“CTE”) Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.¹⁷

¹⁷ California Department of Education, College/Career Indicator. Accessed June 25, 2024 from <https://www.cde.ca.gov/ta/ac/cm/dashboarddecr.asp>.

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Based on the 2023 CCI data, 38.9% of LWP’s high school graduates were college/career-ready, which is 7.7 percentage points lower than the local comparison school group (46.6%), 1.0 percentage point higher than OUSD (37.9%), and 5.0 percentage points lower than the State aggregate (43.9%).¹⁸ However, in the pre-pandemic school years of 2019 and 2018 our CCI measures were greater than those of the district and the state by at least 31.8 percentage points across the board.¹⁹

We attribute the recent drop in our CCI rate to our recent focus on supporting students to recover from LWP students' pandemic learning loss by focusing supports on completion of core A-G requirements before inviting students to enroll in a local college course – limiting the criteria by which our students could be considered college/career-ready. LWP students have historically met the CCI bar by meeting A-G requirements and completing 1 or 2 college classes.

To boost the number of students qualifying as college/career-ready, in December 2023 we signed a College and Career Access Pathways Partnership Agreement (“CCAP”) between Aspire Public Schools and the Peralta Community College District to improve accessibility to college classes for our students. The CCAP has allowed the school to streamline communication with the Peralta Colleges and offer multiple college classes on our campus so students are able to complete two semesters of college coursework in order to meet prepared status on the College/Career Indicator.

In the next charter term, we plan to also complete the design of and then implement a full CTE Engineering Design pathway, which will include specialization options and a capstone. This way,

¹⁸ California Department of Education, California School Dashboards: 2023. Accessed June 25, 2024.

¹⁹ California Department of Education, California School Dashboards: 2023, 2019, and 2018. Accessed June 25, 2024.

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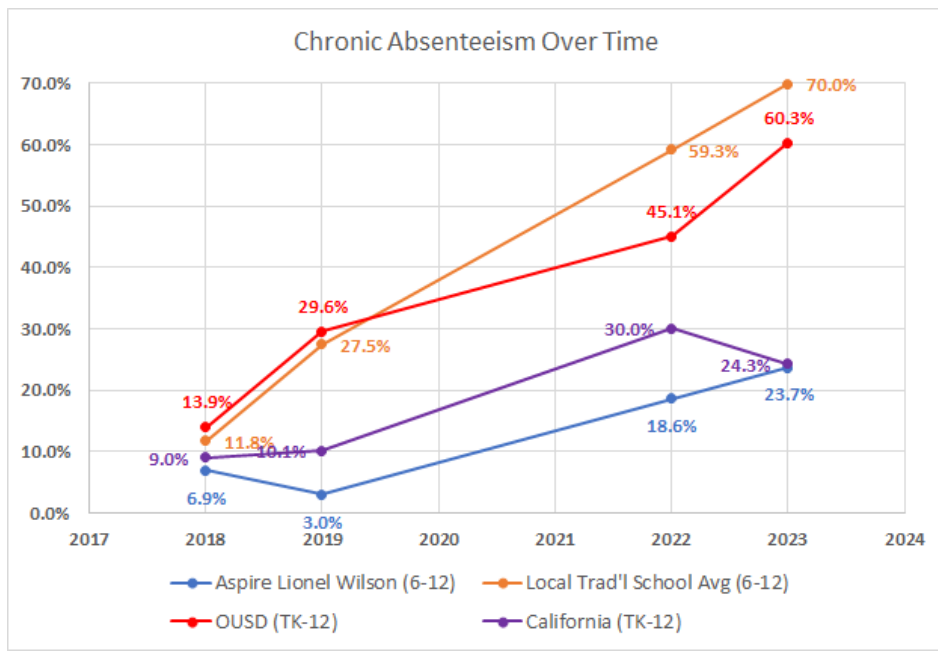
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beyond college readiness, we will provide students even more opportunities to be prepared according to the CCI measure based on the career criteria.

Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. While, year over year, LWP’s rates have been lower in the last charter term in comparison to the local traditional public school group, OUSD, and State; the school received a red 2023 Dashboard rating, signaling room for improvement. As a result of our efforts to combat pervasive absenteeism, LWP’s 2022-23 Chronic Absentee rate is 23.7%, lower than the rates of the local comparison school average (70.0%), the district (60.3%), and the State (24.3%).²⁰ The table below shows that LWP consistently has relatively low rates year over year. However, as has been true for many schools nationally, our rate increased in comparison to recent prior years.²¹



At LWP, we attribute the increase in chronic absenteeism to continued struggles related to the fallout of the COVID-19 pandemic. During 2023, our team collected survey information from families to better understand the root causes of Chronic Absenteeism for scholars. Families communicated that the most common reason for absences were related to illness and medical appointments. After

²⁰ California Department of Education, California School Dashboards: 2023. Accessed June 25, 2024.

²¹ California Department of Education, California School Dashboards: 2023, 2022, 2019, and 2018. Accessed June 25, 2024.

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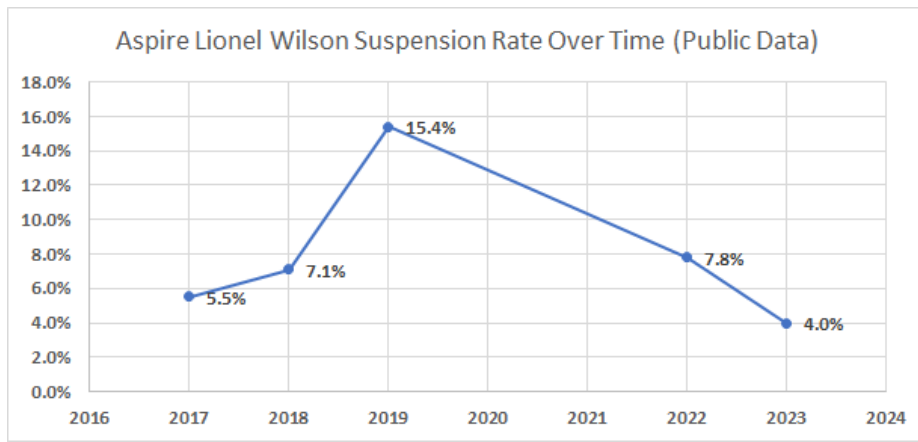
medical necessity, the most commonly cited reason was family emergencies. In asking families to share what would motivate their child to have improved attendance, they expressed that more student life activities, better relationships among staff and peers, and more extracurricular activities were needed.

In response to feedback to chronic absenteeism, LWP has been engaged in the following actions: weekly attendance incentive raffles to celebrate students with excellent and improved attendance, and an increase in student life activities such as school dances, town halls, clubs, and athletics programs.

During the next charter term, we will continue to emphasize the importance of attendance with families and further build out our advisory program to support strengthening staff/student relationships and school culture. At LWP, our advisors within an advisory program are the first line of support for students. While the emphasis in advisory has primarily focused on social emotional learning and academic progress, we will augment our focus to have stronger communication and coherence with our school Attendance Team which progress monitors student attendance.

Dashboard: Suspension

As shown on the 2023 Dashboard, LEP's 2022-23 suspension rate was 4.0%, the same as that of OUSD (4.0%, all grade levels, TK-12), and slightly higher than the State's (3.5%, also for all grade levels).²² While the 2023 rate is merely comparable to those of the District and State, it is improved compared to our rates for the previous four years for which there is publicly reported data on the Dashboard, as well as for the past ten years in which we have tracked the data internally.²³ Although the Dashboard does not include data for 2020 and 2021, the internal Aspire LWP data was 10.1% and 0%, respectively.



²² California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

²³ California Department of Education. California School Dashboard: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.

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Measurements of Academic Performance – Verified Data

The law requires chartering authorities to consider verified data provided by middle performing charter schools showing measurable increases in academic achievement:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”²⁴ In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and updated that list in May 2023.²⁵ From the SBE-approved list of reliable assessments, the Charter School currently utilizes Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) and i-Ready to meet the verified data requirement.

LEP’s Verified Data

Below we provide data and analysis on two of our verified data assessments to supplement the content above. The following presented academic achievement data is intended to show LWP making “at least one year’s progress for each school year,” as well as “strong postsecondary outcomes” in accordance with the legal renewal criteria framed above. The CDE has advised schools to follow publisher guidance to define “one year’s progress.”

LWP uses iReady for its middle school grades (6-8). In 2022-2023 and 2023-24, LWP met the 95% participation rate for all grades in Reading and Math. This high participation rate is a strong indicator of student engagement and the effectiveness of our teaching methods. The final recommended guidance from the publisher of i-Ready is the minimum median growth targets for the grade spans shown below.²⁶

²⁴ Education Code Section 47607.2(c)(1)

²⁵ California Department of Education. Academic Progress and Postsecondary Indicators. Accessed June 25, 2024 from <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>.

²⁶ i-Ready (2023). Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8: 2023-20234 School Year. Accessed June 25, 2024 from https://i-readycentral.com/download/?res=126178&view_pdf=1.

In previous years, i-Ready’s guidance has noted that for a school to have met Typical Growth, the median percent toward growth should be no less than 100%. This does

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

LWP uses NWEA for its high school grades (9-12). In 2022-23 and 2023-2024, LWP met the 95% participation rate. The recommended target from the publisher of NWEA MAP for defining progress is achieving between -1.0 and 1.0 score on the Conditional Growth Index (CGI)²⁷, which represents the range within which the growth of the majority of similar students will fall. A 0 CGI score indicates a student showed the same amount of growth as the national growth norm on the Conditional Growth Index. As NWEA publishes, “a CGI score of 1.0 means a student’s growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student’s growth is one standard deviation below the growth norm.” NWEA has said that “CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”²⁸

i-Ready

Overall, LWP has exceeded i-Ready’s standard of minimum growth expectations in math and ELA, and across all our tracked subgroups and grades. This is because, with few exceptions, the median percentages of annual growth exceed the minimum targets set by i-Ready. We acknowledge that in the 2021-22 school year, the median numbers are slightly below target. However, by 2022-23 and 2023-24, those figures have grown – signaling that the work to improve our math model has been effective so far. For details on our specific efforts to improve our math performance, see *Charter Renewal Criteria: Dashboard: English Language Arts and Math*.

not account for the difference between the student’s observed growth and the student’s true growth. i-Ready proposes that we account for this difference by using a median percent toward Typical Growth that incorporates error, which results in targets that are below 100% but that still reflect likely “true ability” consistent with psychometric theory. Accounting for measurement error in assessment measures, particularly those used for “high stakes” purpose, is a common technique used across the field of psychometrics, so the new guidance that is proposed for the 2023–2024 school year advances the already-robust measurement approach used by California charter schools in the past.

The recommended targets are generalized for Grades K–5 and Grades 6-8. Although individual grade-specific targets may be technically more precise, they lack practicality in implementation. For this reason, grade-banded guidance that generalizes across the grades commonly associated with elementary school (K–5) and middle school (6–8) are recommended. The resulting final recommended guidance, featured in Table 1, is reproduced below: (Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8)

²⁷ According to the NWEA website, “the conditional growth index (CGI) is an indicator of how much individual student growth deviates from the student growth norms. It is different from the growth index because the CGI indicates how many standard deviation units above or below the growth norm a student’s growth actually was, while the growth index simply indicates how many RIT points [a measurement scale developed to simplify the interpretation of test scores] the student grew above or below the growth projections.

Since the CGI is expressed in standard deviation units instead of RIT scores, it is a “standardized” metric. This means that you can use the CGI to compare students across grades, subject areas, and achievement levels.”

²⁸ California State Board of Education May 2023 Agenda Item #02 on page 31 of 36

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LWP iReady Median % of Typical Annual Growth						
	21-22		22-23		23-24	
	Math	ELA	Math	ELA	Math	ELA
Schoolwide	77%	145%	108%	159%	136%	129%
Grade 6	72%	123%	108%	179%	136%	134%
Grade 7	69%	130%	108%	159%	167%	106%
Grade 8	108%	217%	100%	144%	100%	139%
FRL	43%	158%	111%	184%	131%	129%
MLL	117%	68%	80%	149%	104%	211%
SpEd	140%	159%	129%	105%	221%	118%
Black	89%	154%	179%	80%	200%	29%
Latinx	77%	144%	107%	175%	133%	133%

NWEA MAP

Our NWEA MAP data results show similar trends to those of i-Ready. All student subgroups demonstrate achievement within the NWEA recommended range between -1.0 and 1.0 on the Conditional Growth Index. Additionally, all student subgroups except one in math (SPED Gr 10 in math) and one in ELA (Latina/o/x Gr 9 in ELA) demonstrate achievement within -.2 and .2 (or greater), which represents one’s year progress as defined by NWEA.

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LWP NWEA MAP Conditional Growth Index						
	21-22		22-23		23-24	
	Math	ELA	Math	ELA	Math	ELA
Schoolwide	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9	-0.47	1.23	1.70	0.14	1.52	-0.01
Grade 10	0.08	2.37	0.64	1.26	1.62	-0.14
Grade 11	2.10	0.99	2.04	1.86	1.29	0.83
FRL - G9	-0.47	0.85	1.65	0.38	0.55	1.24
FRL - G10	-0.22	2.03	0.60	1.04	0.35	1.84
FRL - G11	2.15	0.59	2.59	1.88	0.37	1.45
MLL - G9	-2.03	0.88	4.60	1.39	*	3.22
MLL - G10	0.65	4.11	-0.38	2.09	*	*
MLL - G11	0.95	0.41	2.12	2.84	*	*
SpEd - G9	*	*	*	*	*	*
SpEd - G10	*	*	1.79	2.18	-0.91	8.35
SpEd - G11	*	*	*	*	1.51	1.77
Latinx - G9	-0.26	1.22	1.70	0.14	0.80	-0.39
Latinx - G10	0.03	2.42	0.54	1.07	1.57	0.26
Latinx - G11	2.15	0.99	2.14	1.86	1.07	0.68

CAASPP - Percentage of Students Meeting or Exceeding Standards:

Next, we present and describe data based on the percentage of students who Met or Exceeded grade-level content standards on the CAASPP in ELA and Math. This metric allows grade-level comparisons between schools, the District, and state because the publicly available CAASPP data is available by grade.

When comparing aggregate Grade 6-8 rates with the rates for Grade 11, the Aspire Lionel Wilson data suggests that in English and science our students perform better the longer they are at our school. This is demonstrated in the sections that follow by the greater percentage of students meeting or exceeding Standard in Grade 11 compared to performance in Grades 6-8.

Math and ELA 2023: Grade 11

With regards to 2023 ELA CAASPP Met/Exceeded rates, Aspire Lionel Wilson’s percentage overall for 11th graders is 68.3%, 36.1 percentage points higher than the performance of OUSD’s 11th graders (32.2%), and 21.6 percentage points higher than the State’s 11th graders (46.7%).²⁹

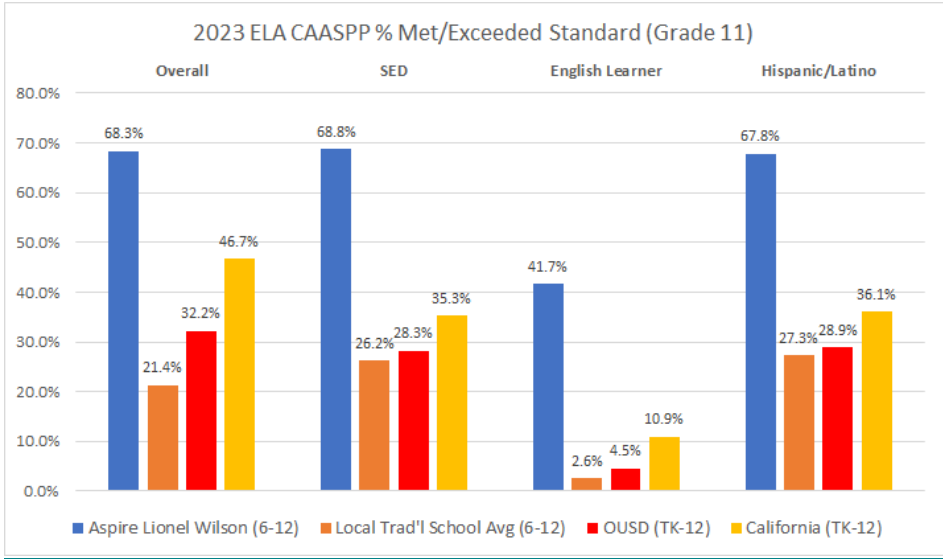
²⁹ California Department of Education. Test Results for California’s Assessments. Accessed June 25, 2024.
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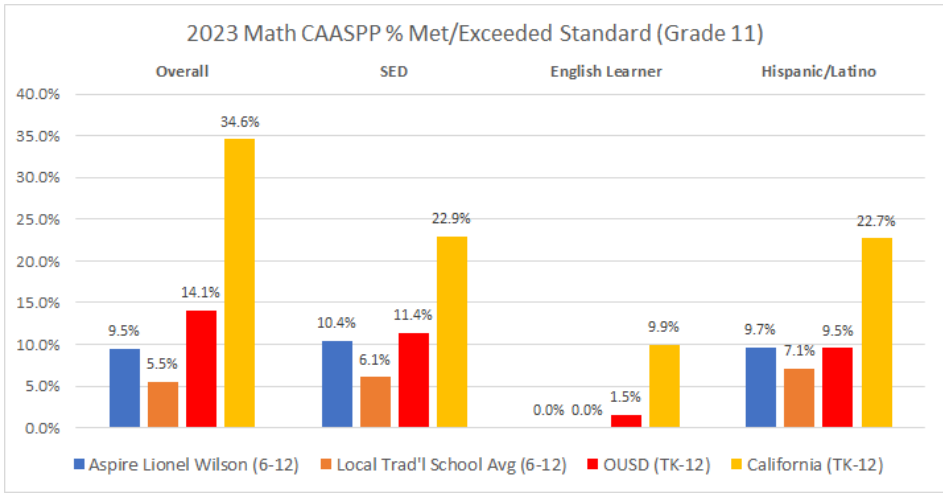
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In Math 2023, the grade 11 LWP student rate (9.5%) was greater in comparison to the average of local traditional public schools with shared grade spans and within a five mile radius (5.5%), but lower in comparison to the rates for the district (14.1%) and State (34.6%).³⁰

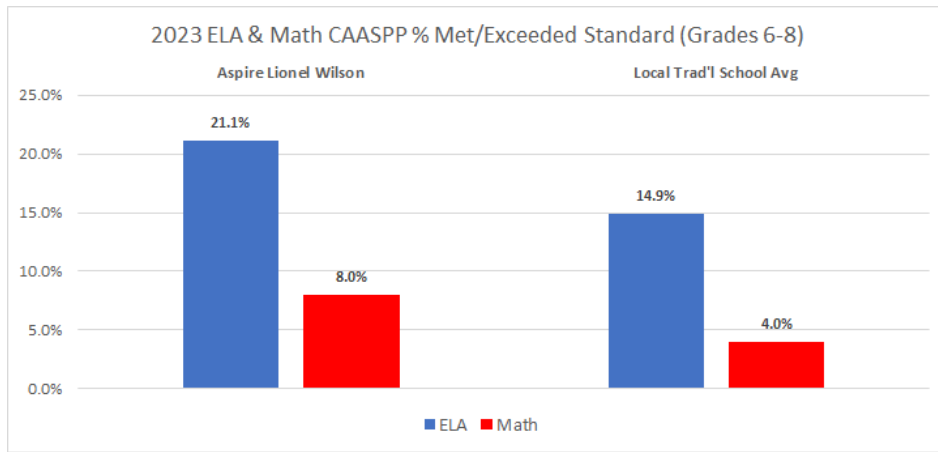


³⁰ *Ibid.*

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Math and ELA 2023: Grades 6-8

In our analysis, we also took the raw data for met/exceeded rates for students in Grades 6-8 to come up with an aggregate 6-8 rate for LWP, the local public resident schools, the district, and the State. For the calculations behind the 6-8 rates for local span schools extending beyond grades 6-8, see Appendix VI.



Regarding 2023 ELA CAASPP Met/Exceeded rates, Aspire Lionel Wilson's percentage overall for 6-8th graders is 21.1%, 6.2 percentage points greater than the performance of the local comparison school group (14.9%); in Math LEP's percentage is 8.0%, 4.0 percentage points greater than the performance of the local comparison school group (4.0%). While the rates are higher for LWP compared to the defined set of local traditional public schools, the middle school figures are lower compared to those for the district and State. That said, the graph below shows the longview of how our Grade 11 scholars consistently perform better in ELA than our students in Grades 6-8. This trend implies that the longer students are enrolled at Aspire Lionel Wilson, the better they perform in ELA as they advance in grades over time.³¹

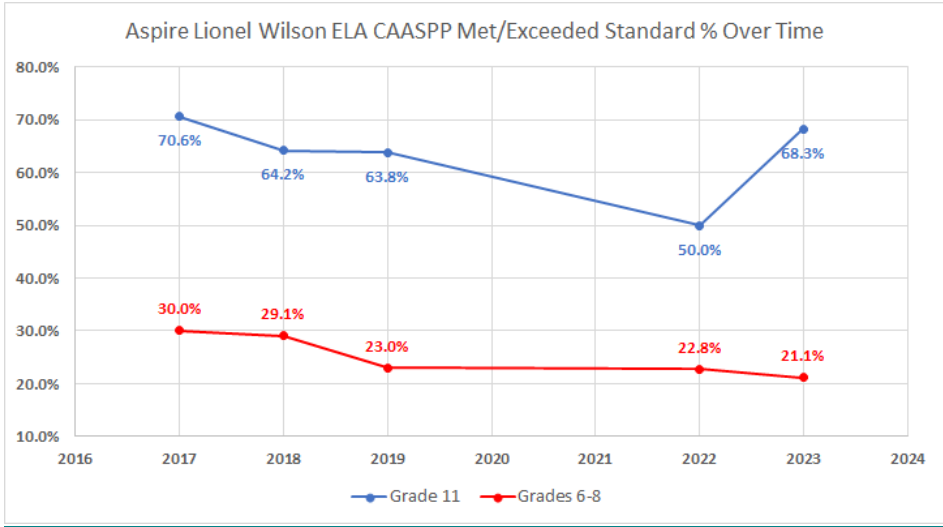
³¹ Ibid.

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Science

On the California Science Test (“CAST”), a similar trend emerges of our 11th graders outperforming our middle schoolers who take the test in Grade 8.

In 2023 on the CAST, while LOOPs 8th grade rate was 7.7%, lower than the rates of the District (20.6%) and State (28.8%), the percentage of LWP 11th graders that Met or Exceeded Standard was 39.7%, 25.3 percentage points greater than the district rate (14.4%), and 8.0 points greater than the California rate (31.7%).³²

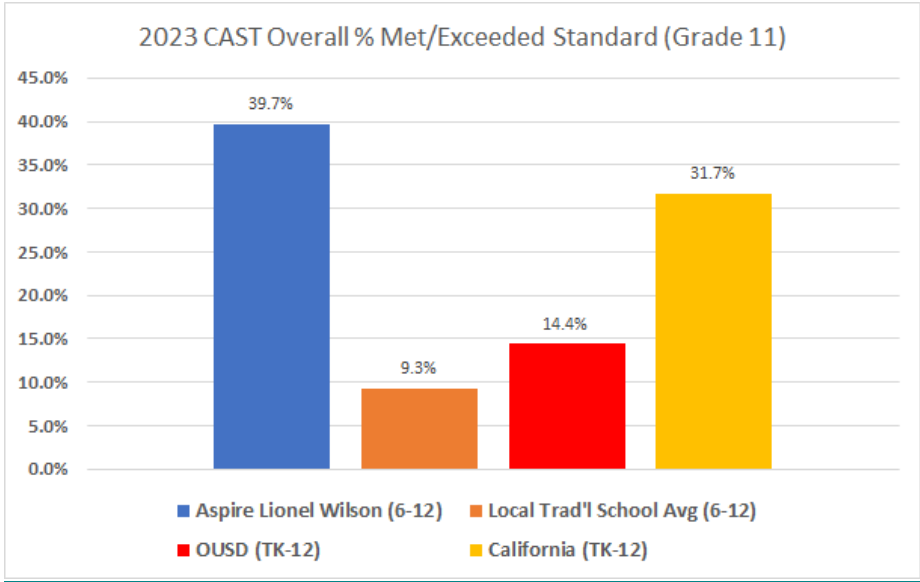
³² *Ibid.*

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Other Measures

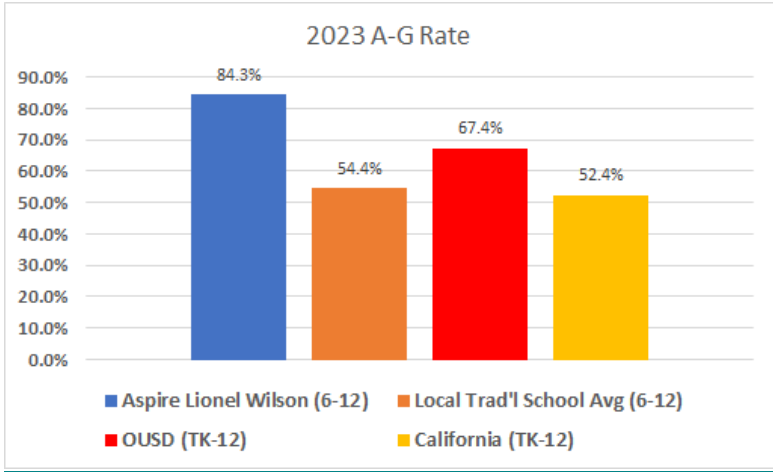
A-G Completion

LEP's 2023 A-G rate (84.3%) was 16.9 percentage points higher than that of OUSD (67.4%), 29.9 percentage points higher than the State's (54.4%).³³ While LOOPs A-G rate has dropped since the pandemic, it has increased over the last two years (63.2% in 2022 and 65.% in 2021).³⁴

³³ California Department of Education, California School Dashboards: 2023. Accessed June 25, 2024.

³⁴ California Department of Education, California School Dashboard: 2023, 2022, and 2021. Accessed June 25, 2024.

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Reclassification

While recent reclassification rate data is not publicly available yet on the CDE website for 2023 and 2022, below we report our annual rates for the last charter term.³⁵ (The data from 2022-23 and 2021-22 is internal data.) Since the pandemic school year 2020-21, our EL reclassification rate has steadily increased to 39.8% for the 2022-2023 school year.

<u>School Year</u>	<u>Aspire Lionel Wilson EL Reclassification Rate</u>
<u>2022-23</u>	<u>39.8%</u>
<u>2021-22</u>	<u>16.4%</u>
<u>2020-21</u>	<u>0.0%</u>
<u>2019-20</u>	<u>23.7%</u>
<u>2018-19</u>	<u>3.5%</u>
<u>2017-18</u>	<u>23.0%</u>
<u>2016-17</u>	<u>10.9%</u>

Balance of Racial and Ethnic Pupils

³⁵ California Department of Education, EL Reclassification Data. Accessed June 25, 2024 from <https://www.cde.ca.gov/ds/ad/files/reclass.asp>.

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<u>Academic Year</u>	<u>African American</u>	<u>Asian</u>	<u>Latina/o/x</u>	<u>Pacific Islander</u>
<u>2023-24</u>	<u>4.2%</u>	<u>0.5%</u>	<u>94.1%</u>	<u>0.5%</u>
<u>2022-23</u>	<u>2.0%</u>	<u>0.7%</u>	<u>97.1%</u>	<u>0.0%</u>
<u>2021-22</u>	<u>2.7%</u>	<u>0.8%</u>	<u>94.8%</u>	<u>0.8%</u>
<u>2020-21</u>	<u>4.0%</u>	<u>0.8%</u>	<u>94.1%</u>	<u>0.4%</u>
<u>2019-20</u>	<u>3.2%</u>	<u>0.8%</u>	<u>91.8%</u>	<u>0.4%</u>
<u>2018-19</u>	<u>4.4%</u>	<u>0.4%</u>	<u>93.9%</u>	<u>0.6%</u>
<u>2017-18</u>	<u>4.1%</u>	<u>0.2%</u>	<u>94.4%</u>	<u>0.8%</u>

In accordance with law, LWP strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.³⁶ Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. In comparison to the racial and ethnic balance of the general population residing within Oakland Unified, the data shows a greater ratio of Latina/o/x students enrolled at LWP.

<u>Subgroup</u>	<u>Overall Population³⁷</u>	<u>Oakland Unified School District³⁸</u>	<u>Aspire Lionel Wilson³⁹</u>
<u>Total</u>	<u>436,504</u>	<u>45,086</u>	<u>406</u>
<u>Latina/o/x</u>	<u>26.6%</u>	<u>50.2%</u>	<u>94.1%</u>
<u>White</u>	<u>29.0%</u>	<u>10.1%</u>	<u>0.0</u>
<u>Asian</u>	<u>15.9%</u>	<u>9.4%</u>	<u>0.5%</u>
<u>Black or African American</u>	<u>21.8%</u>	<u>20.0%</u>	<u>4.2%</u>

The enrollment of Black or African American students at LWP has historically been lower than at Oakland Unified. In an effort to shift the racial/ethnic balance in the past two years, LWP has been

³⁶ California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dq census/EnrEthYears.aspx?cde=01612590130666&aggllevel=school&year=2023-24>.

³⁷ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from [QuickFacts Oakland city, California](https://www.census.gov/quickfacts/oakland-city-california).

³⁸ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dq census/EnrEthLevels.aspx?cde=0161259&aggllevel=district&year=2023-24>.

³⁹ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dq census/EnrEthLevels.aspx?cde=01612590130666&aggllevel=school&year=2023-24&ro=y>.

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attending school recruiting events where there is a greater number of Black students. To support our current Black students, the school leadership team has directly addressed the culture on campus to create a welcoming and supportive environment for Black Scholars. To this end, the school has heavily supported the Black Student Union and has developed a Diversity, Inclusion, Equity, and Anti-Racism policy, focused on culturally responsive practices. In addition, the school administrative team has created structured protocols to respond to any and all incidents of anti-Black hate speech on campus. For even more details on our efforts to enroll a racially/ethnically diverse student population, see Tab 1: Open Responses: 3. Diversity of Student Enrollment in the Charter Renewal Performance Report found in Appendix I.

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INTRODUCTION

~~Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Lionel Wilson 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 2002. The Charter School has graduated twelve classes of seniors who all graduated with 100% acceptance to four-year universities. Four graduating seniors have been honored with Gates Millennium~~

~~*Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030*~~

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Scholarships and one has been honored as a Dell Scholar. In 2015, the school was honored by Innovate Public Schools as one of the top performing bay area public schools for low income Latino students for its achievement of 67% of students who met or exceeded state standards on the SBAC in ELA. Furthermore, the Charter School was awarded a 6-year accreditation by WASC during the spring of 2014.

The Charter School's present charter term is set to expire on June 30, 2017. The Charter School's goals as set forth in the LCAP, as well as its performance 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.

Wilson Prep emphasizes "College for Certain" and works with all students to set a purpose for college and persist with a growth mindset and strong academic skills. This balance of academic goal setting and personal support has resulted in excellent persistence rates and strong achievement in 11th grade SBAC scores. The school was also recognized by US News and World Report for multiple years for its strong CAHSEE pass rate, strong retention of students, and high AP participation and pass rate (50% participation and 95% pass rate for the Spring 2016 Spanish AP Test). In 2016 US News and World Report named Wilson Prep as the number one school in Oakland. The school has also significantly reduced its suspension rate from 13.5% in 2012/2013 to 5.5% in 2015/2016. 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.

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The Charter School is located at 400 105th Ave, in the Sobrante Park neighborhood of 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, 2017 to June 30, 2022.

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.

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PETITION ELEMENTS

Element 1: Educational Program

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

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

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

Local Control Accountability Plan (LCAP)

The Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

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

Charter School shall comply with all other requirements of Education Code section 47606.5, including

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (~~2017-2022~~)2025-2030

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

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

Home and Hospital Instruction

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

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and

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related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

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

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

Student Enrollment and Grade Levels Served

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

<u>Grade Level</u>	<u>Projected Student Enrollment for Each Year</u>				
	<u>by Grade Level and Total Enrollment</u>				
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	
<u>6</u>	<u>46</u>	<u>60</u>	<u>70</u>	<u>84</u>	<u>90</u>
<u>7</u>	<u>62</u>	<u>50</u>	<u>62</u>	<u>80</u>	<u>90</u>
<u>8</u>	<u>55</u>	<u>62</u>	<u>54</u>	<u>64</u>	<u>90</u>

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<u>9</u>	<u>64</u>	<u>65</u>	<u>66</u>	<u>64</u>	<u>64</u>
<u>10</u>	<u>63</u>	<u>60</u>	<u>66</u>	<u>64</u>	<u>64</u>
<u>11</u>	<u>59</u>	<u>65</u>	<u>62</u>	<u>64</u>	<u>64</u>
<u>12</u>	<u>62</u>	<u>58</u>	<u>60</u>	<u>60</u>	<u>60</u>
Total	<u>409</u>	<u>420</u>	<u>440</u>	<u>480</u>	<u>522</u>

Maximum Enrollment for Charter Term: 522 students

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Element 1

In accordance with SB 1290, The Charter School 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

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)2025-2030

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~~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).)~~

~~The Charter School’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”~~

~~“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.”~~

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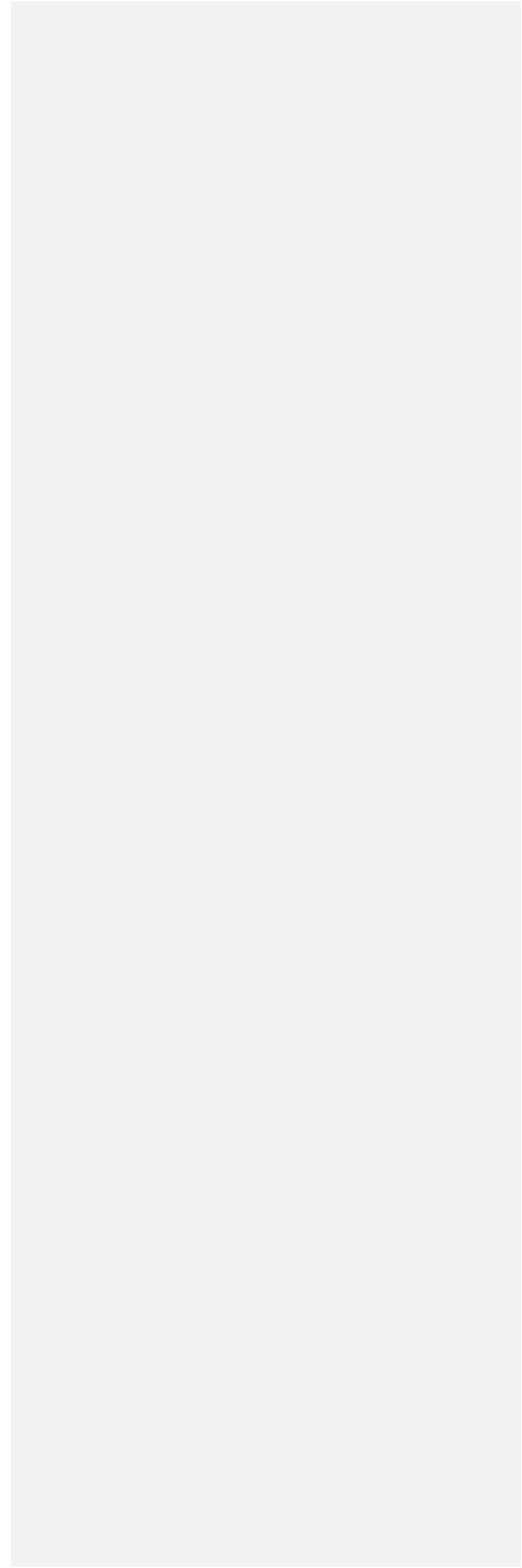
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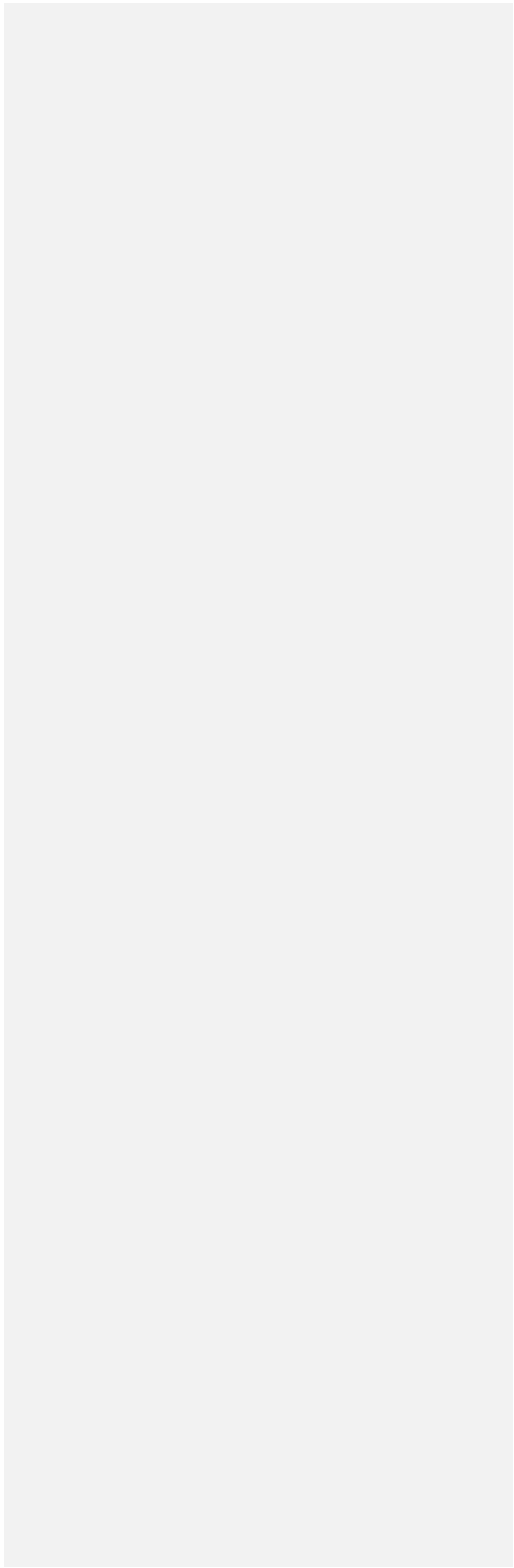
ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

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GOAL
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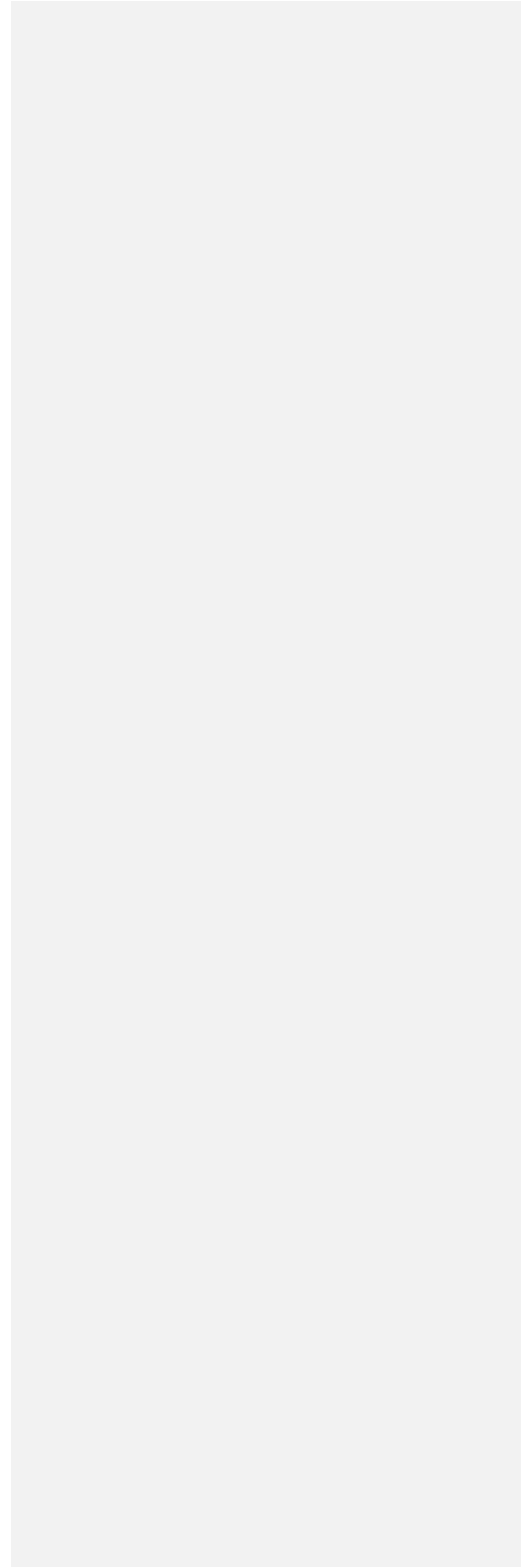
Increase the reading proficiency of all students to match the rigor of reading demands of the Common Core and college success.



Related-
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Priority

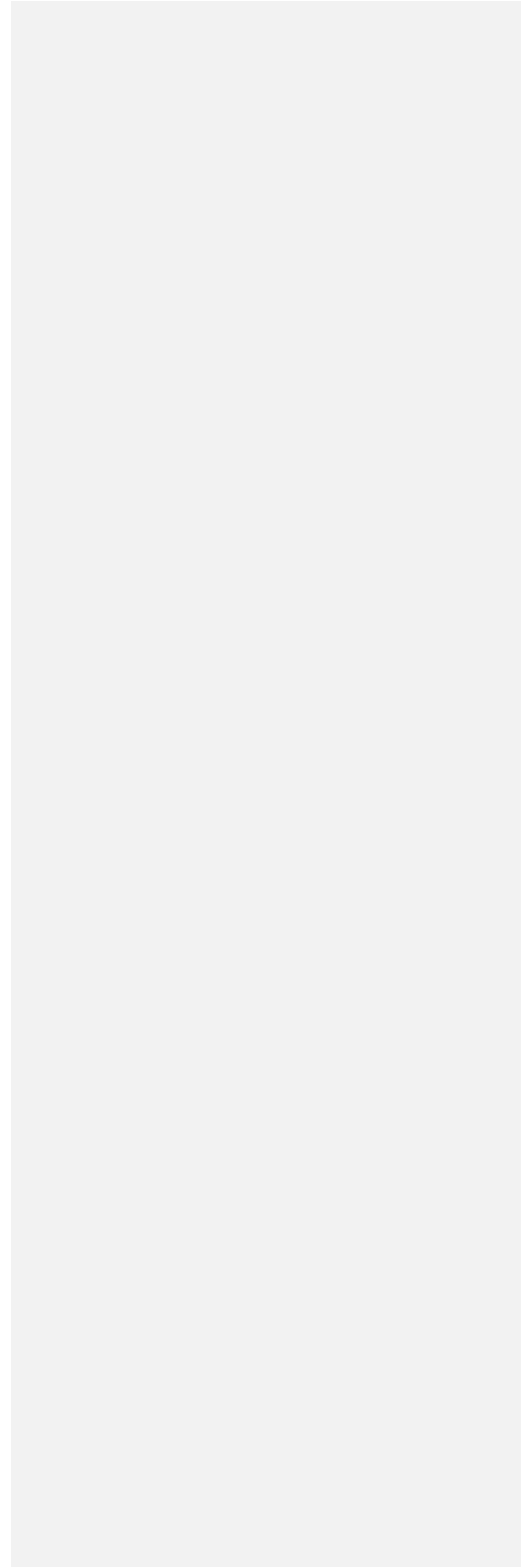
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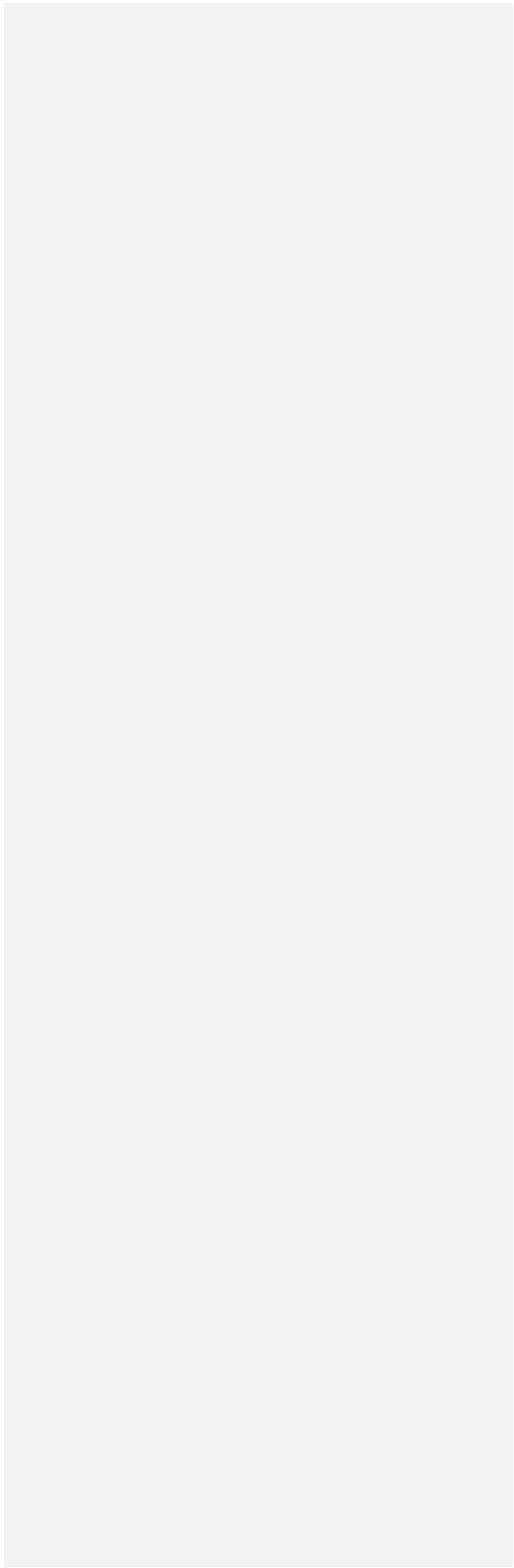


Identified Need

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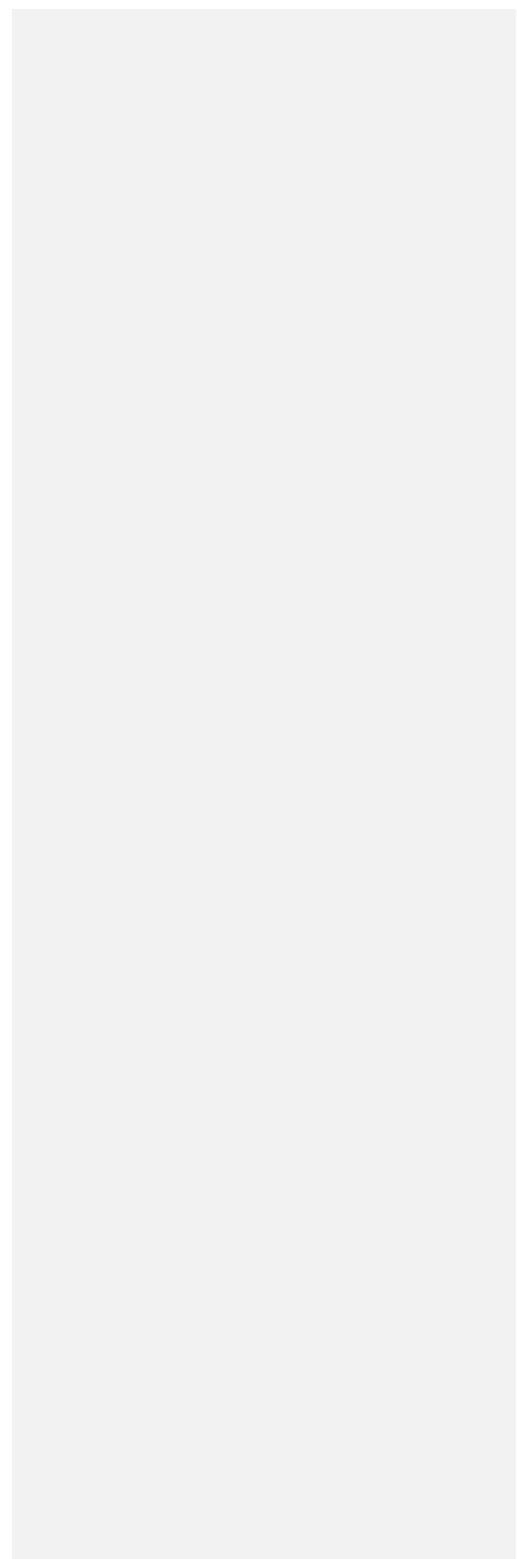


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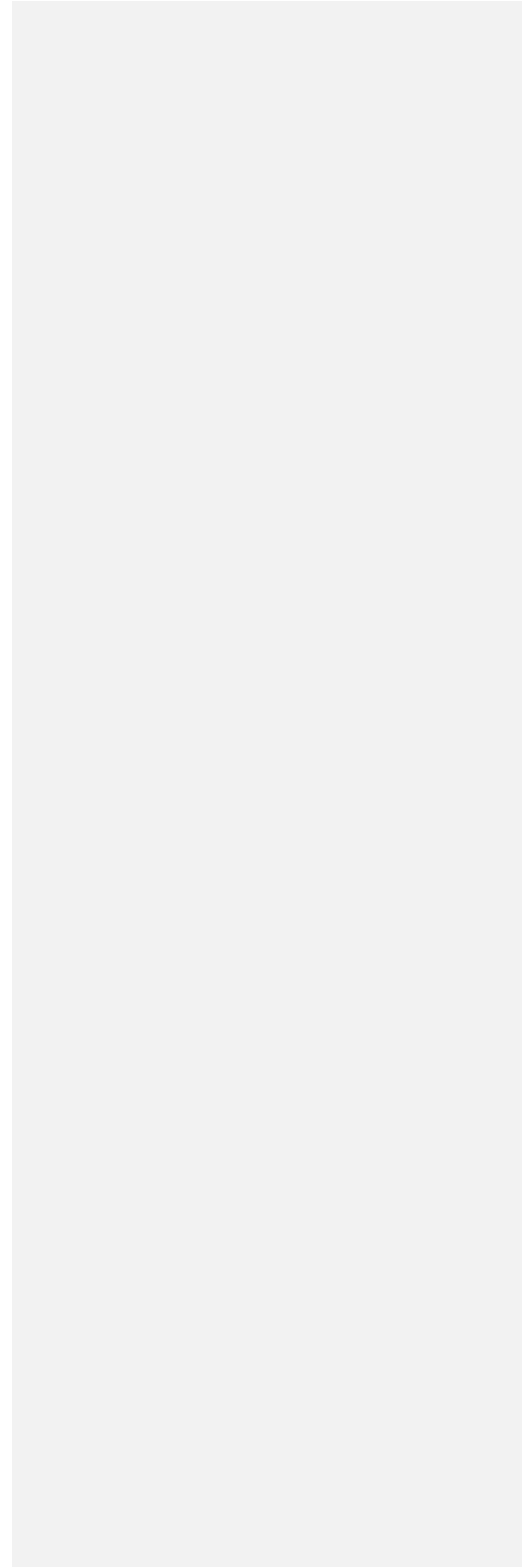
Schools:

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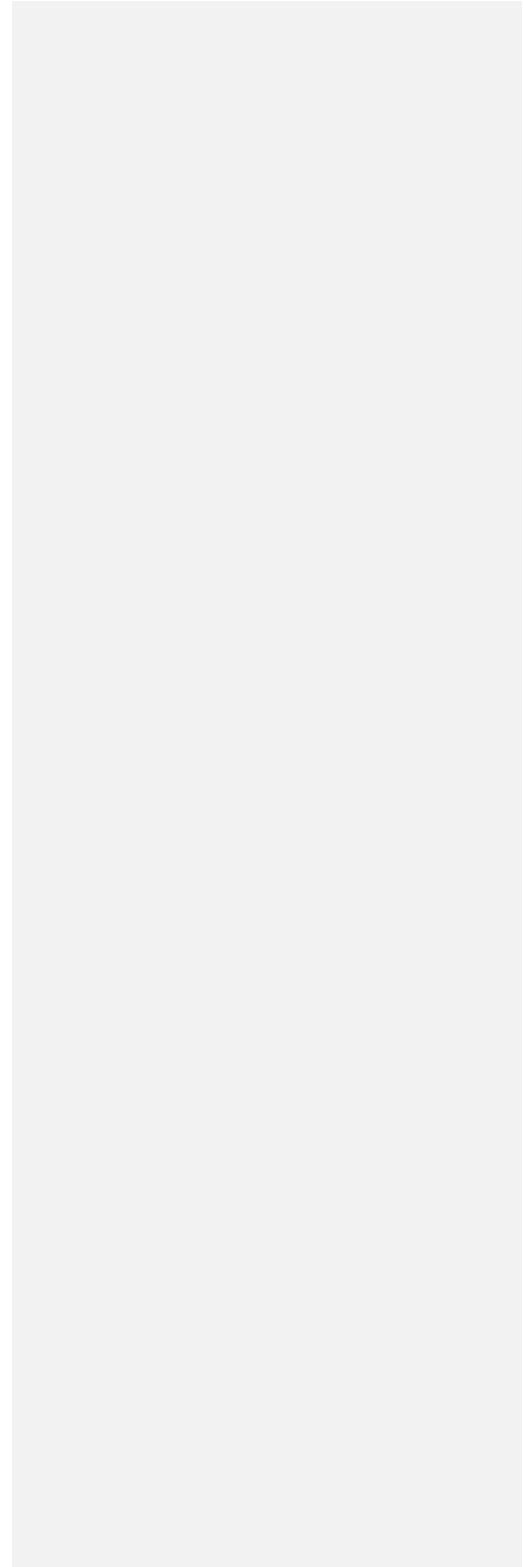
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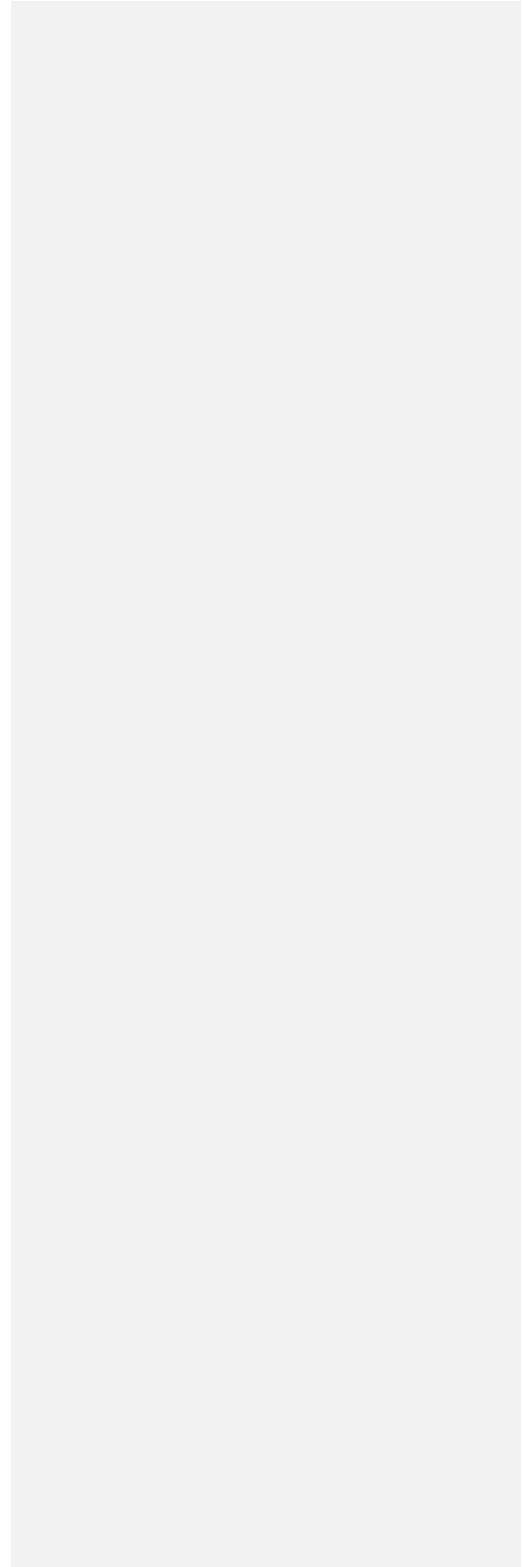
Goal Applies to:



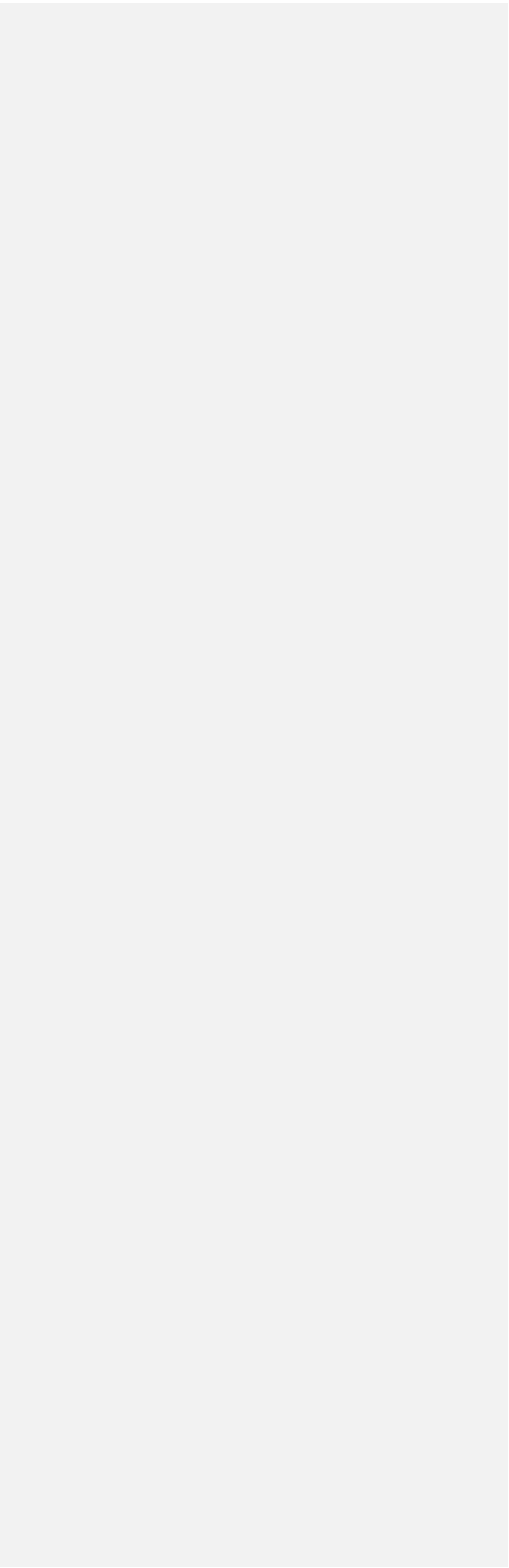
Applicable Pupil
Subgroups:



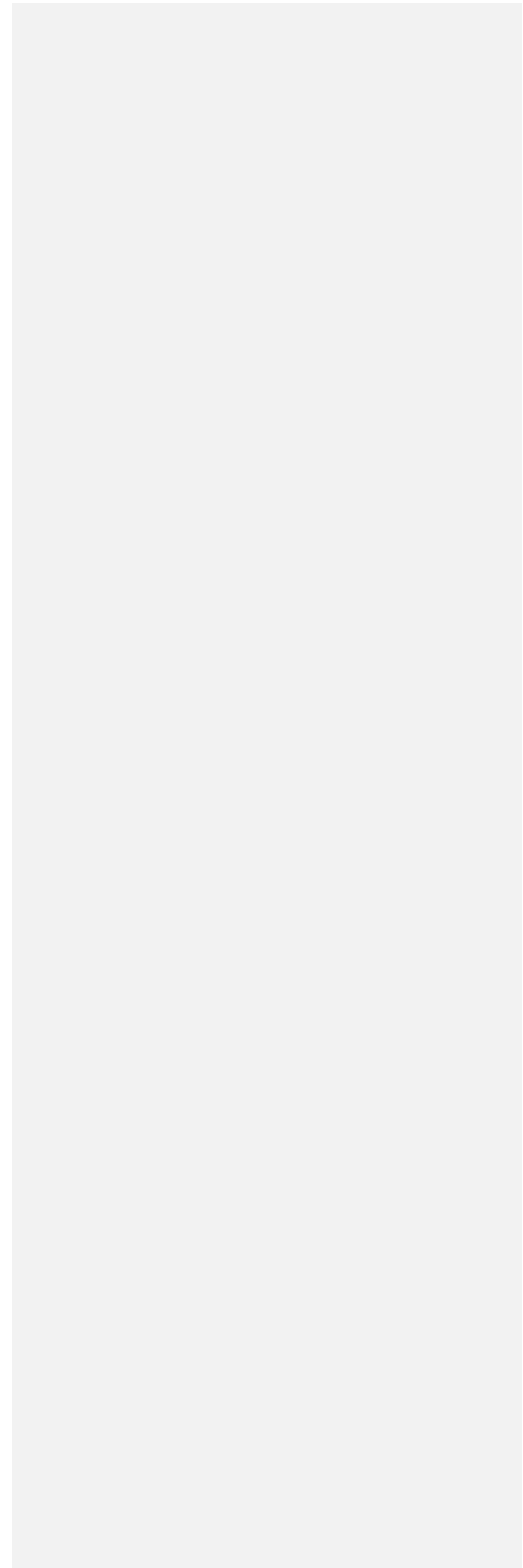
| [ALL](#)



LCAP Year 1:
2016-17



Expected Annual
Measurable
Outcomes:



- 100% of all students will take the Star Renaissance reading assessment at least twice for formative and summative reading data
- 33% more students will score proficient or above on the Star Renaissance Reading Inventory test
- Improved reading instruction for all students
- Students in the bottom quartile will make 1.5–2.0 years growth in one year

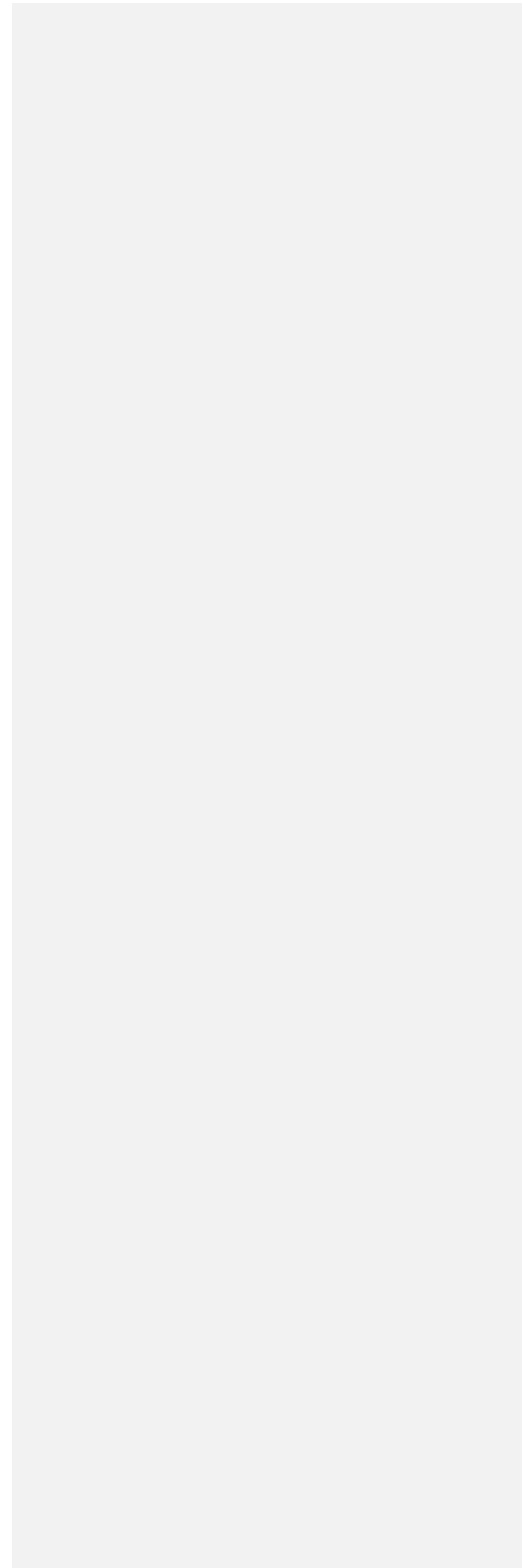
Actions/Services

Professional Development—all Aspire secondary teachers will receive training on Reading Apprenticeships through West Ed in order to integrate literacy strategies into all content areas

Professional Development—all English teachers will receive training on Fountas and Pinell's Leveled Literacy Intervention in order to implement intervention groups with fidelity so that they will deliver small group reading intervention during the Reading Block

Scope of Service
Charter-wide

Charter-wide



Pupils to be served within identified scope of service

~~X~~ A

~~LL~~

OR:

~~Low Income pupils~~ ~~English Learners~~

~~Foster Youth~~ ~~Redesignated fluent English proficient~~

~~Other Subgroups:~~

(Specify) _____

A

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OR:

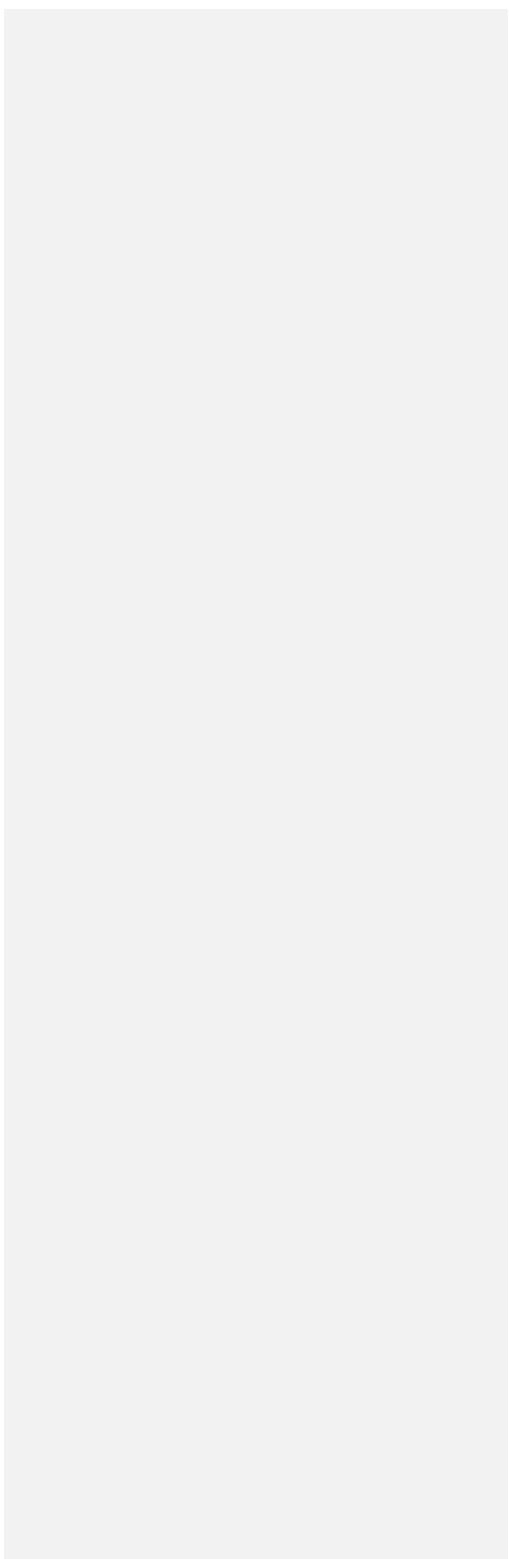
~~X~~ Low Income pupils ~~X~~ English Learners

Budgeted Expenditures On Site Instructional
Coaching
\$50,000

Resource: 0000

Object Codes: 1200
PD offsite
\$5,000

Resource: 0000



		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Object codes: 5200, 5800
Data Informed Instruction — Instructional Literacy Coach will monitor Star Renaissance reading data quarterly and use the data to coordinate schoolwide literacy block ensuring both bottom quartile of students receive effective targeted instruction and tier one instruction is effective		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Literacy Coach \$30,000 Resources:- 0000 Object Codes: 1200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 100% of all students will take the Star Ren reading assessment at least twice for formative and summative reading data
- 50% more students will score proficient or above on the Star Renaissance Reading Inventory test
- 50% of all students taking the SBAC English test will score proficient or above
- Students in the bottom quartile will make 1.5 – 2.0 years growth in one year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one and tier two literacy instruction	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	On Site- Instructional- Coaching \$50,000 Resource:- 0000 Object Codes: 1200
Data informed instruction — School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input checked="" type="checkbox"/> ALL	

Curriculum— School will adapt common core aligned curriculum in all content areas to ensure all students receive rigorous instruction and appropriate supports

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:
 (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 100% of all students will take the Star Ren reading assessment quarterly for formative and summative reading data
- 70% of all students will score proficient or above on the Star Renaissance Reading Inventory test by the end of the year
- 65% of all students taking the SBAC English test will score proficient or above
- Students in the bottom quartile will make 1.5 – 2.0 years growth in one year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one, tier two, and tier three literacy instruction	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	On-Site Instructional Coaching \$50,000 Resource: 0000 Object Codes: 1200
Data informed instruction— School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
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GOAL 2:	Maintain consistent retention of 9 th grade students at 90%.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
	Identified Need:	Increase graduation rate Metric: Cohort Graduation Rates	
Goal Applies to:	Schools: <input type="checkbox"/> LWP		
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students will have access to college counselor. Students with D's and F's will receive additional instruction to pass classes. More equitable grading practices will be in place for students. Teachers will be evaluated in student engagement. Students who are chronically off track will receive targeted supports to pass classes Students and families will have access to robust supports aligned to consistent grading practices 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	Continue to monitor monthly the % of students receiving D's and F's	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
			Assistant Principal \$25,000 College Counselor \$40,000

			Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Disaggregate data by subgroups and create a plan to address any inequities found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
School will pilot targeted supports for 9 th graders to improve communication loop and response to students at risk		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students will have access to college counselor. • Students with D's and F's will receive additional instruction to pass classes. • More equitable grading practices will be in place for students. • Teachers will be evaluated in student engagement. • Students who are chronically off track will receive targeted supports to pass classes • Students and families will have access to robust supports aligned to consistent grading practices 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Disaggregate data by subgroups and create a plan to address any inequities found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Budgeted Expenditures Assistant Principal \$25,000 College Counselor \$40,000

			Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Students identified as at risk will receive additional counseling and strategic placement in early college classes to identify career pathway and increase intrinsic motivation		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Increase mentoring opportunities to include 1-Mentor 1:1 mentoring for juniors and seniors and middle school/high school mentoring		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students will have access to college counselor. • Students with D's and F's will receive additional instruction to pass classes. • More equitable grading practices will be in place for students. • Teachers will be evaluated in student engagement. • Students who are chronically off track will receive targeted supports to pass classes • Students and families will have access to robust supports aligned to consistent grading practices 		
	Actions/Services	Scope of Service	Budgeted Expenditures
Disaggregate data by subgroups and create a plan to address any inequities found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$25,000 College Counselor \$40,000

			Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Expand mentoring and other counseling opportunities across all grade levels.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 3:	Early College	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify
Identified Need:	Students mastering rigorous content Metric: College Ready designation for seniors	
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2016-17		

Expected Annual Measurable Outcomes:	Increase percentage of seniors who are considered college ready in English: <ul style="list-style-type: none"> ○ 60% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class) ○ 30% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide academic intervention to 9 th and 10 th grade students in the bottom quartile	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$20,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze "College Ready" data by subgroups to inform differentiated tier one instruction in senior English (ERWC)	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Pilot senior ELA shadow class for select seniors to assist in A-G coursework and foundational skills.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase percentage of seniors who are considered college ready in Math to 40% in one or more measures (ERWC, ACT, Compass, or College Class)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide specific and differentiated math classes for high school students in grades 10—12.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$20,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase percentage of seniors who are considered college ready in English: <ul style="list-style-type: none"> ○ 70% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class) ○ 50% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Use COMPASS and SBAC data to identify pathways linking high school student work to college and career of choice and aptitude	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$20,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 4:	Increase parent participation through family effort unit tracking and completion.	Related State and/or Local Priorities: 1= 2= 3 <input checked="" type="checkbox"/> 4= 5 <input checked="" type="checkbox"/> 6= 7= 8= COE only: 9= 10= Local: Specify _____
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Identified Need

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| Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

90% of families will participate in at least four family events including one aligned to whole school literacy initiative

Actions/Services

~~Family Coordinator will work with family PAC committee to develop and coordinate a Family University scope and sequence for the year to include Literacy family workshops, wrap around workshops, and college readiness workshops~~

Scope of Service
Charter-wide

~~Pupils to be served within identified scope of service~~

~~ALL~~

~~ALL~~

OR:

~~Low Income pupils~~ ~~English Learners~~

~~Foster Youth~~ ~~Redesignated fluent English proficient~~

~~Other Subgroups:~~

(Specify) _____

Budgeted Expenditures Assistant Principal

\$20,000

Business Manager

\$40,000

Tech Solutions

\$10,000

Parent Coordinator

\$20,000

Resource: 0000

Object Codes: 1300, 2400,
3000, 7000

Family Coordinator and Office Manager will track family effort units and issue quarterly progress reports to families

| School-wide

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Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:

(Specify)

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% of families will participate in at least four family events including a college readiness event and a literacy event Develop mixed committees of parents, students and staff meeting at least once per semester 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Parent Coordinator \$20,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000
		<input type="checkbox"/> ALL	

		<input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
		<input type="checkbox"/> ALL <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students and families will serve on a Culture Committee to increase family participation • 95% of families will participate in at least four family events • 95% of families will agree or strongly agree in key survey metrics 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee	School-wide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Parent Coordinator \$20,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000

Increase parent engagement in weekly volunteer opportunities on campus		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 5:	Attendance rate 95% for all subgroups.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____		
Identified Need:	Students in school to learn Metric: Attendance rate			
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			<input checked="" type="checkbox"/> ALL	

<p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>	<p>Charter-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Assistant Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>
<p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
		<p><input checked="" type="checkbox"/> ALL</p>	

<p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>	<p>Charter-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Assistant Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000</p>
<p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
		<p><input checked="" type="checkbox"/> ALL</p>	

<p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>	<p>Charter-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Assistant Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000</p>
<p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Initiate home visits and other intensive supports for chronically truant students</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>GOAL 6:</p>	<p>All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act</p>	<p>Related State and/or Local Priorities: 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 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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Identified Need:	Students taught by highly qualified teachers Metric: Teacher credential rate	
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students will be taught by highly qualified personnel.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only highly qualified teachers	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000
Current teachers not deemed highly qualified are put on contracts to ensure clear pathway to the college readiness		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2017-18

Expected Annual	All students will be taught by highly qualified personnel.	
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only highly-qualified teachers	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	All students will be taught by highly-qualified personnel.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only highly-qualified teachers	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Principal \$40,000 Resource: 0000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Object Codes: 1300, 3000
If necessary, write a plan to increase quantity and diversity of teacher candidates		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 7:	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	All students have appropriate instructional materials Metric: % of students with standards-aligned materials	
Goal Applies to:	Schools: LWP	
	Applicable Pupil Subgroups:	ALL
LCAP Year 1:2016-17		
Expected Annual Measurable Outcomes:	All pupils will have NGSS aligned texts.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	All pupils will have NGSS aligned texts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Any additional NGSS materials needed, including technology, will be made.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials and resources, IT support \$50,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource:- 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All pupils will have NGSS aligned texts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Any additional NGSS materials needed, including technology, will be made.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Materials and resources, IT support \$50,000 Resource:- 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

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

Actions/Services			
School will invest in maintenance in the school as identified through student focus groups and surveys			

Scope of Service
Charter-wide

~~Pupils to be served within identified scope of service~~

~~ALL~~

~~ALL~~

~~OR:~~

~~Low Income pupils English Learners~~

~~Foster Youth Redesignated fluent English proficient~~

~~Other Subgroups:~~

~~(Specify)~~

~~ALL~~

~~ALL~~

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~~OR~~

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~~Low Income pupils English Learners~~

~~Foster Youth Redesignated fluent English proficient~~

~~Other Subgroups:~~

~~(Specify)~~

~~Budgeted Expenditures Building Manager,
Custodian, Maintenance
\$100,000~~

~~Resource: 0000~~

~~Object Codes: 2900, 3000,
5610~~

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School will invest in maintenance in the school as identified through family, student and teacher surveys.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Building Manager, Custodian, Maintenance \$100,000 Resource: 0000 Object Codes: 2900, 3000, 5610
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School will invest in maintenance in the school as identified through family, student and teacher surveys.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Building Manager, Custodian, Maintenance \$100,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Resource: 0000 Object Codes: 2900, 3000, 5610
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL
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| Goal Applies to:

Applicable Pupil
Subgroups:

**LCAP Year 1:
2016-17**

Expected Annual
Measurable
Outcomes:

- Instruction will be more effective in teaching the CCSS.
- English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.

Actions/Services

Teachers will learn how to implement the new EL assessment tool.

Scope of Service
Charter-wide

~~Pupils to be served within identified
scope of service~~

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~~Low Income pupils x English Learners~~

Budgeted Expenditures Lead Teachers
\$1,000 per teacher
Resource: 0000,4305

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Object Codes: 1100, 3000, 5200
Teachers will receive professional development on using the data from the new assessment tool:	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Instruction will be more effective in teaching the CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development on early-release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Lead Teachers \$1,000 per teacher Resource- 0000, 4305 Object Codes: 1100, 3000, 5200
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

Foster Youth Redesignated fluent English proficient
 Other Subgroups:
 (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Instruction will be more effective in teaching the CCSS.
 English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development on early release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL
10:

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

Related-
State
and
/or
Local
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Priorities:

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Schools:

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| Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

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

<p>If below 90%, a plan will be created to address any family concerns.</p>	<p>Actions/Services</p>		

Scope of Service
Charter-wide

Pupils to be served within identified scope of service

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~~==Low Income pupils~~ ~~==English Learners~~

~~==Foster Youth~~ ~~==Redesignated fluent English proficient~~

~~==Other Subgroups:~~

(Specify) ~~=====~~

~~==ALL~~

Budgeted Expenditures Assistant Principal

\$10,000

Counselor

\$10,000

Parent Outreach

\$2,500

Resource: 0000,3010

Object Codes: 1300, 2200,

3000, 5200

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will feel safer and more cared for at school. • Families will be more satisfied with the school's academic program. • Family satisfaction will increase 5% if below 90% in 16-17. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If below 90%, a plan will be created to address any family concerns:	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Resource: 0000, 3010 Object Codes: 1300, 2200, 3000, 5200
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual	<ul style="list-style-type: none"> • Students will feel safer and more cared for at school. • Families will be more satisfied with the school's academic program. • Family satisfaction will increase 5% if below 90% in 17-18. 		
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Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	If below 90%, a plan will be created to address any family concerns.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Resource: 0000, 3010 Object Codes: 1300, 2200, 3000, 5200
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 11:	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended	Related State and/or Local Priorities: 1= 2= X 3= 4= X 5= 6= 7= 8= COE only: 9= 10= Local: Specify
Identified Need :	Increased student achievement on the SBAC assessment Metric: SBAC assessment	
Goal Applies to:	Schools: LWP	

Applicable Pupil Subgroups:		ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups Students will receive effective and varied methods to practice skills at their own skill and DOK level		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A plan will be made for instructional changes based on the 15-16 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.	Charter-wide	<input checked="" type="checkbox"/> ALL	Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups Students will receive effective and varied methods to practice skills at their own skill and DOK level		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Student scores on the SBAC in ELA and Math will increase 5% in all subgroups
Students will receive effective and varied methods to practice skills at their own skill and DOK level

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Technology, Software Lead Teachers, Assistant Principal

			<p>\$50,000</p> <p>Resource: 0000, 4035</p> <p>Object Codes: 1100, 1300, 3000, 4410, 4310, 5200</p>
		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

GOAL
12:

Increase the percentage of students on-track-to-graduation which includes the A-G requirements met. Increase by 10% the 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.

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Identified Need

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Increased college-
readiness
Metric: % of
students on track
to graduation
Schools:
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Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

- More students will be poised to graduate able to apply to UC/CSU and be college-ready.
- Students will receive counseling on A-G requirement completion.
- Increase of 5% of students reaching A-G progress if not at 90%.

Actions/Services ————— Scope of Service

~~Pupils to be served within identified scope of service~~ ~~Budg~~
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~~x ALL~~

Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. Increase of 5% of students reaching A-G progress if not at 90%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	

Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. Increase of 5% of students reaching A-G progress if not at 90%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	

Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 13:	English Learners will increase their mastery of the English language	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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LCAP Year 1: 2016-17

Identified Need:	Increased English proficiency Metric: CELDT		
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ELs	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CELDT—At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I. • Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in-redesignation.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	New Teacher Training- Lead Teacher Training; Lead Teachers, Assistant Principal \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200
For English learners: Intervention Support—All English learners identified through the RTI process will receive additional academic support	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	On-site Coach of Instruction \$20,000 Resource:- 0000, 4203 Object Codes:- 1200, 3000
		<input type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:
 (Specify) _____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
- Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in-redesignation.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	New Teacher Training, Lead Teacher Training, Lead Teachers, Assistant Principal \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL	

<p>Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.</p>	<p>Charter-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>New Teacher Training, Lead Teacher Training, Lead Teachers, Assistant Principal \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200</p>
		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>GOAL 14:</p>	<p>Eliminate non-mandatory expulsions Increase proactive interventions for Tier 2 and Tier 3 students</p>	<p>Related State and/or Local Priorities: 1___ 2___ 3___ 4___ 5___ 6_x_ 7___ 8___ COE only: 9___ 10___ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Decrease pupil expulsion Metric: # of students with one or more expulsion annually</p>	
<p>Goal Applies to:</p>	<p>Schools: LWP Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual</p>	<ul style="list-style-type: none"> Eliminate # of students who will miss school due to expulsions. Students at risk for behavior incidents will receive support and behavior interventions 	

Measurable Outcomes:	<ul style="list-style-type: none"> • Students will feel safer at school 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the % of students expelled increases, a plan will be created.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Eliminate # of students who will miss school due to expulsions. • Students at risk for behavior incidents will receive support and behavior interventions • Students will feel safer at school 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the % of students expelled increases, a plan will be created.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Eliminate # of students who will miss school due to expulsions. • Students at risk for behavior incidents will receive support and behavior interventions • Students will feel safer at school 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the % of students expelled increases, a plan will be created.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 15:	Reduce percentage of students suspended 1 time or more	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Decrease pupil suspension days Metric: % of students suspended 1 time or more	
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL
LCAP Year 1 : 2016-17		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Reduce pupil suspension days to 75 or less days missed of school due to suspensions. • Students will interact with more support staff who will help them meet immediate needs 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the rate of students suspended increases, a plan for intervention will be created.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Reduce pupil suspension days to 75 or less days missed of school due to suspensions. • Students will interact with more support staff who will help them meet immediate needs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the rate of students suspended increases, a plan for intervention will be created.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Reduce pupil suspension days to 75 or less days missed of school due to suspensions. • Students will interact with more support staff who will help them meet immediate needs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	Counselor

<p>If the rate of students suspended increases, a plan for intervention will be created.</p>	<p>Charter-wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000</p>
		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

GOAL — Increase the percentage of students on track to graduation which includes 15 community college credits
16:

Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local: Specify	

Identified Need

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Increase students taking community college courses

Metric: % of students taking 15 credits of community college credits

Schools:

_____ LW
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| Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

- 60% of students will visit a college campus.
- Students in grades 9-12 will be more academically prepared for college by taking community college classes.
- 60% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.

Actions/Services — Scope of Service

~~Pupils to be served within identified scope of service~~ ~~Budg~~
~~eted~~
~~Expenditures~~

School-wide ~~ALL~~

Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800
Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 70% of students will visit a college campus • Students in grades 9-12 will be more academically prepared for college by taking community college classes. • 70% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800
Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% of students will visit a college campus • Students in grades 9-12 will be more academically prepared for college by taking community college classes. • 80% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off-campus college classes.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800
Reduce out-of-pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL — Teachers will be trained to implement the Next Generation Science Standards.
17:

Related State and/or Local Priorities:

1 2 3 4 X 5 6 7 8 COE only: 9 10
Local: Specify

Identified Need

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Schools:

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Goal Applies to:

Applicable Pupil
Subgroups:

| [ALL](#)

LCAP Year 1:
2016-17

Expected Annual
Measurable
Outcomes:

- Students will receive science instruction aligned with the CA Science Framework and NGSS.
- Teachers will be more effective teachers science.
- Student scores on the Aspire internal science benchmarks will increase 5%.

Actions/Services

Home Office coaches will begin due diligence on high school content to align to NGSS. Will participate in the NGSS Early Implementers grant.

NGSS Interim assessments will be created and administered.

Scope of Service
Charter-wide

Charter-wide

Pupils to be served within identified scope of service

~~LA~~

~~LL~~

OR:

~~Low Income pupils~~ ~~English Learners~~

~~Foster Youth~~ ~~Redesignated fluent English proficient~~

~~Other Subgroups:~~

(Specify) _____

~~LA~~

~~LL~~

OR:

~~Low Income pupils~~ ~~English Learners~~

~~Foster Youth~~ ~~Redesignated fluent English proficient~~

~~Other Subgroups:~~

(Specify) _____

Budgeted Expenditures Teacher Training, Science-
Teaching, Principal
\$50,000

Resource: 0000

Object Codes: 1100, 1300,
3000

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will receive science instruction aligned with the CA Science Framework and NGSS. • Teachers will be more effective teachers science. • Student scores on the Aspire internal science benchmarks will increase 5%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement NGSS in high school courses as determined in 16-17	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher-Training-Science-Teaching-Principal \$50,000 Resource: 0000 Object Codes: 1100, 1300, 3000
Participate in NGSS Early Implementers grant	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Based on NGSS Interim assessments, a plan for student achievement will be created	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

Foster Youth Redesignated fluent English proficient
 Other Subgroups:
 (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Students will receive science instruction aligned with the CA Science Framework and NGSS.
- Teachers will be more effective teachers science.
- Student scores on the Aspire internal science benchmarks will increase 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement NGSS in high school courses as determined in 16-17	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Science Teaching, Principal \$50,000 Resource: 0000 Object Codes: 1100, 1300, 3000
Participate in NGSS Early Implementers grant	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Based on NGSS Interim assessments, a plan for student achievement will be created	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

2015-16 ANNUAL UPDATE OF GOALS AND ACTIONS IN THE STATE PRIORITIES

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<p>Original GOAL 1 from prior year LCAP:</p>	<p>Increase the writing and problem solving proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: LWP Applicable Pupil Subgroups:</p>	<p>ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>95% of all students will have a Math and ELA performance task score on SBAC-aligned Interim Assessments 55% of all students will score proficient or above on SBAC-aligned performance task on Interim Assessments Improved instruction that emphasizes critical thinking and evidence-based tasks for all students</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>8% of students scored proficient or above</p>	
<p>LCAP Year: 2015-16</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>	
<p>Professional Development:</p> <ul style="list-style-type: none"> teachers will receive differentiated professional development through coaching and early release professional development. all new teachers will receive one week of Aspire training including writing instruction 		<p>Home Office Coaching \$50,000 Resource: 0000 Object Codes:</p>	<p>Teachers received differentiated professional development including 1:1 coaching via Deans of Instruction and small groups established via formative data and teacher written goals. All teachers received one week of training aligned to Common Core including writing instruction</p> <p>Home Office Coaching \$50,000 Resource: 0000 Object Codes:</p>	

		7000			7000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Increased Professional Develop and Curriculum Implementation Support— all ELA teachers will receive support to implement Study Sync, an expertly developed, standards aligned curriculum that includes an emphasis on complex text and close reading. Study Sync includes a significant emphasis on meeting the need of English Learners and teachers will be trained to use the embedded English Language Development lesson adaptations.</p> <p>Professional Development— all Aspire Bay Area secondary teachers will receive 3 day training on Reading Apprenticeship from West Ed in order to integrate literacy strategies across the content areas.</p> <p>Increased Professional Develop and Curriculum Implementation Support— all content teachers will participate in a 5 day institute including CCSS/NGSS aligned curriculum training and.</p> <p>Master Schedule— all students will be programmed for 40 minutes of leveled reading instruction four times per week. Students will receive Tier 1, 2 or 3 reading instruction during the Academic Literacy Block. Student progress will be assessed using STAR Reading and Accelerated Reader (Tiers 1,2) and Fountas and Pinnell (Tier 3) no less than four times per year.</p>			
		<p>Tier 1,2,3 Reading Instruction— all English teachers will receive training on Fountas and Pinell's Leveled Literacy Intervention in order to implement guided reading intervention groups with fidelity during the Academic Literacy Block. ELA teachers will also be trained to implement the Leveled Literacy Intervention English Learner supplement to target the needs of English Learners in their LLI groups.</p> <p>Leadership— the newly funded position of Instructional Literacy Coach will oversee the Academic Literacy block including monitoring the Star Renaissance Reading Assessment data and the Fountass &</p>			

Pinnell data. She will use the data to ensure that students in the bottom quartile receive effective targeted instruction and that tier one and two instruction is also effective.

Original GOAL 2 from prior year LCAP:	Increase retention of 9 th grade students to 90%	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5 <u>x</u> 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify
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Goal Applies to:	Schools: <u>LWP</u>	Applicable Pupil Subgroups:	ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students with D's and F's will receive additional instruction to pass classes. • More equitable grading practices will be in place for students. • Teachers will be evaluated in student engagement. • Students who are chronically off track will receive targeted supports to pass classes • Students and families will have access to robust supports aligned to consistent grading practices • All students will have access to college counselor 	Actual Annual Measurable Outcomes:	The retention rate is 96.8% 15% of all HS grades are D's and F's
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
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. 3. Home Office to refine college counselor training and support	Dean \$25,000 College Counselor \$40,000	1. Shift of grading scale from 100 point scale to 4 point scale; created rubrics and toolkits to support transition 2. Admin monitored monthly % of students receiving Ds and Fs 3. Counselor received training from HO	Dean \$25,000 College Counselor \$40,000

		Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000			Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to provide training and norming sessions to all staff regarding feedback and grading policies. We are providing PD and coaching to all teachers to address how grades should align to the rigor of the Common Core standards which includes analysis of exemplar lesson/unit plans and analysis of teachers' lesson/unit plan. Assistant Principal of Culture (High School) coordinates a range of positive behavioral supports for students through the Behavioral Wellness team to reduce barriers for students outside the sphere of success.			

Original GOAL 3 from prior year LCAP:	CAHSEE – At least 85% of 10 th grade students will achieve a passing score on each ELA and Math, or show 10% overall growth towards 85% on each.	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: <u>LWP</u> Applicable Pupil Subgroups: _____	ALL

Expected Annual Measurable Outcomes:	Students in danger of failing the CAHSEE will receive additional tutoring.	Actual Annual Measurable Outcomes:	CAHSEE was cancelled
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide academic intervention to all students in danger of failing the EAP. 2. Analyze data by subgroups on students not passing and create a plan if inequities are found.	Dean \$20,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000	1. Adopted the STAR Ren reading assessment to measure foundational literacy skills. 2. Analyzed data by subgroups on students far below grade level in order to create a literacy plan	Dean \$20,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Scope of service:	Charterwide	Scope of service:	Charterwide
—x ALL		—x ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>School will implement a significant change in the master schedule in order to provide Tier 1,2,3 literacy support for all students.. Newly hired literacy coach will structure Academic Literacy Block and provide extensive training to teachers in literacy. Literacy Coach will provide direct student supports to students most at risk and coach teachers to effectively provide literacy support in all classes so that all students reach Lexile levels aligned to college success.</p> <p>Literacy Coach will coordinate a data driven system of academic and behavioral Response to Intervention to coordinate supports and interventions for students outside the sphere of success.</p>		

All content area teachers will receive professional development in integrating literacy strategies.

The Regionally-sponsored Math PLC will provide intensive math content professional development and data analysis support to all secondary math teachers to accelerate students' math success. Math instructional block will include time for reteach and differentiation.

Original GOAL 4 from prior year LCAP:	Increase parent participation through family effort unit tracking and completion		Related State and/or Local Priorities: 1__ 2__ 3 x 4__ 5 x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify	
Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students and families will track Family Participation throughout the year Families will enjoy improved communication between home and school 85% of families will participate in at least four family events		Actual Annual Measurable Outcomes:	90% of families accumulated Family Effort Units from Dec to June, 2016. 86% families participated in Spring, 2016 SLCs
LCAP Year: 2015-16				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
		Estimated Actual Annual Expenditures		
<ol style="list-style-type: none"> Family Coordinator and Business Manager will develop, implement and celebrate Family Effort Unit program guidelines, protocols, and progress monitoring Analyze data then create outreach plan to engage families not meeting minimum Family Effort unit expectations 		Dean \$20,000 Business Manager \$40,000 Tech Solutions \$10,000	<ol style="list-style-type: none"> Business Manager and Family Coordinator fully implemented Family Effort Units including quarterly family progress reports and 3 celebrations with certificates Altered way we reward units to increase involvement in leverage meetings 	
			Dean \$20,000 Business Manager \$40,000 Tech Solutions \$10,000	

<p>3- Create Tier Three family/community engagement program for families of students who need to give back to the community</p>	<p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>	<p>3- Developed and implemented homogenous special-interest family groups including "Grupo de Madres" and African American Family Support Group</p>	<p>Family Coordinator \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>
<p>Scope of service: Charterwide</p>		<p>Scope of service: Charterwide</p>	
<p>x ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>x ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Family Coordinator will work with the Parent Advisory Committee, Principal and Assistant Principals to develop and coordinate a Family University scope and sequence of workshops for the year to include Family Literacy workshops, Wrap Around Services workshops, and College Success workshops.</p> <p>Priniepal and Assistant Principals will continue to train teachers to prepare students to lead conferences with their families at least twice per year. Student led conferences include protocols for students to share their goals, reflections on progress, student work and assessments with their families to increase family partnership in student success.</p> <p>Academic Counseling Team will continue to engage 100% of families on the college application process during the junior and senior years.</p>		
	<p>Assistant Principal of School Culture will continue to convene the African American Family Council to increase and deepen the leadership of African American Families. The African American Family Council will also support two way communication between the school leadership and African American families in service of continuing to increase racial diversity of students to more closely mirror district diversity.</p>		

In the spring, all teachers will prepare students to share out progress with families via Celebrations of Learning. The celebrations include authentic assessments and student presentations of and reflections on their learning using school-wide criteria for success. The audience for the celebrations is primarily family and community members.
 Increase parent engagement in weekly volunteer opportunities on campus.

Family Coordinator and Office Manager will track family effort units and issue quarterly progress reports to families to celebrate family participation

Original GOAL 5 from prior year LCAP:	Attendance rate 95% for all subgroups	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 <u>x</u> 5 <u>x</u> 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify	
Goal Applies to:	Schools: <u>LWP</u> Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Attendance rate for all subgroups will be 95% or higher	Actual Annual Measurable Outcomes:	Attendance rate: 95.87%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.		Dean \$20,000	New Business Manager reported absences weekly during Admin meeting and partnered with Deans to communicate with families and support attendance. Dean \$20,000

		Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000			Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000
Scope of service:	Charterwide		Scope of service:	Charterwide	
x ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Assistant Principals of Culture will now co-own attendance action plan with the Business Manager in order to strengthen implementation of positive attendance strategies including incentives, celebrations, data progress monitoring and truancy supports. The Administrative Team will monitor attendance weekly through the attendance tracker and to promote early intervention and support for attendance. In addition we are strengthening communication with the SPED department so that the team equitably communicates and supports all students and families and improve SPED student attendance.			

Original GOAL 6 from	All students are taught by appropriately credentialed teachers. 100% of teachers will be highly-qualified per No Child Left Behind Act	Related State and/or Local Priorities: 1 x 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___
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prior year
LCAP:

Goal Applies to:

Schools: ~~LWP~~
Applicable
~~Pupil~~
Subgroups:

[ALL](#)

| Local : Specify

Expected
Annual
Measurable
Outcomes:

All students will be taught by highly qualified personnel.

Actual

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69.8%
teachers were
highly
qualified.

Actual
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Actions/
Services

Estimate
d Actual
Annual
Expendit
ures

Continue to hire only highly qualified teachers

Principal
\$40,000

Resource: 0000

Object Codes: 1300, 3000

1. Created employee referral bonuses
2. Created recruitment and retention bonuses for hard to staff areas: math and science
3. Continued to experience difficulty in hiring all highly qualified teachers given the teacher shortage
4. Created Support Plans with periodic counseling and check in for all teachers on emergency credential in order to support attainment of highly qualified status

Principal
\$40,000

Resource: 0000

Object Codes: 1300, 3000

Scope of service: ~~Charterwide~~

~~x ALL~~

OR:

Scope of service:

~~x~~ ALL OR:

== Low Income pupils == English Learners
== Foster Youth == Redesignated fluent English proficient
== Other Subgroups:(Specify) ==

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other
Subgroups:(Specify) _____

What changes in actions, services, and expenditures will be made as a			

To increase the retention of more teachers, we have increased the amount of professional development and coaching. Induction coaching is now site-based to better align to site goals and strategies.

result of reviewing past progress and/or changes to goals?	<p>The Aspire Bay Area regional office adopted policies to ensure teachers are appropriately credentialed including monthly reports and support plans.</p> <p>In the region, we instituted employee referral bonuses as well as a recruitment and retention bonus for credentialed Math and Science teachers. In addition, we initiated the recruitment and hiring process much earlier in order to meet the goal this year.</p> <p>A recruitment strategic plan will be created during the 2016-2017 school year to support the hiring of highly-qualified teachers.</p>
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Original GOAL 7 from prior year LCAP:	100% of students will have access to standards aligned materials as measured by school inventory		Related State and/or Local Priorities: 1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify	
Goal Applies to:	Schools: <u> LWP </u>	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	All pupils will have CCSS aligned ELA text sets.		Actual Annual Measurable Outcomes:	1. By the end of the year, all students used CCSS aligned ELA text sets in English class 2. ELA teachers implemented independent reading for all 6 th – 10 th grade students
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
			Budgeted Expenditures	Estimated Actual Annual Expenditures
Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased			Materials and resources, IT support \$50,000 Resource:	1. Hired Blended Learning Coach to design Interdisciplinary Learning Lab using Chromebooks and online books and readers and coach teachers 2. Deans of Instruction revised the PD plan to work on ensuring all teachers aligned texts and lessons to the rigor of the CCSS Materials and resources, IT support \$50,000 Resource:

	0000,6300		0000,6300
	Object Codes: 4200,4301; 4410,7000		Object Codes: 4200,4301; 4410,7000
Scope of service:	Charterwide	Scope of service:	Charterwide
x ALL		x ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Adopting Study Sync that includes ELD lesson adaptations for access. Provide professional development for all ELA teachers in ensuring consistent implementation of rigorous CCSS-aligned ELA curriculum including support for EL students.</p> <p>Worked with the Home Office team to select Fountas and Pinnell Leveled Literacy Intervention as a Tier 3 reading and language intervention for struggling readers while ensuring access to grade level standards through Study Sync.</p> <p>In addition, NGSS-aligned digital and hands-on materials were purchased for all middle school grades. New chemistry and biology materials (texts and kits) were also purchased to increase access to science content and text for students.</p>
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Original GOALS from prior year LCAP:	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	Related State and/or Local Priorities: 1 x 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify _____
Goal Applies to:	Schools: LWP Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building	Actual Annual Measurable Outcomes:	5% of the school budget was allocated for upkeep
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Human Resources will help refine the job expectations and performance of the building managers	Building Manager, Custodian, Maintenance \$100,000 Resource: 0000 Object Codes: 2900, 3000, 5610	Reassigned staff to increase support in managing building and maintenance performance. Increased monitoring and feedback to building manager in order to improve performance	Building Manager, Custodian, Maintenance \$100,000 Resource: 0000 Object Codes: 2900, 3000, 5610
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are working with the Home Office to implement major improvements to the buildings courtyard and increasing seating and shade for students. We will maintain the goal and explore alternative funding to improve facilities.		

Original GOAL 9 from prior year LCAP:	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.		Related State and/or Local Priorities: 1 ___ 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: LWP Applicable Pupil Subgroups:	ELs		
Expected Annual Measurable Outcomes:	Instruction will be more effective in teaching the CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	Actual Annual Measurable Outcomes:	Instruction in teaching the CCSS improved as measured by teacher evaluations and instructional rounds. ELs benefitted from improved lesson planning and student discourse strategies	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Expenditures	
1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.		Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200	1. EL development offered as a workshop option at the Lead Retreat in June 2. Implemented digital badges as a way to differentiate instruction and access to text sets.	
Scope of service:	Charterwide		Scope of service:	Charterwide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will change our master schedule to ensure all students will have a literacy block with Tier 1,2,3 literacy instruction, including LLI guided reading intervention.. Use what we learned from digital badge pilot to iterate and apply to math blended learning components next year. Ensure EL struggling readers have small group instruction.
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Original GOAL 10 from prior year LCAP:	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	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
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Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will feel safer and more cared for at school. • Families will be more satisfied with the school's academic program. • Family satisfaction will increase 5% if below 90% in 14-15 	Actual Annual Measurable Outcomes:	% Satisfaction rate on the family satisfaction survey (results not in yet)
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
If below 90%, a plan will be created to address any family concerns:	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Resource:- 0000,3010 Object Codes:	<ol style="list-style-type: none"> Consistently held family meetings and communicated with families via weekly all-calls, monthly newsletters and initiating family focus groups 	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Resource:- 0000,3010 Object Codes:

	1300, 2200, 3000, 5200		1300, 2200, 3000, 5200
Scope of service: Charterwide		Scope of service: Charterwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Principal, Assistant Principals and Family Coordinator will analyze family survey data annually to identify strengths and priority areas for growth.</p> <p>Family survey trends will be shared out with the school team to gather input and implement new actions as needed.</p> <p>Family survey trends will be shared out with families to gather input and implement new actions as needed.</p>		

Original GOAL 11 from prior year LCAP:	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended	Related State and/or Local Priorities: 1 ___ 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify
Goal Applies to:	Schools: LWP Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student scores on the SBAC in ELA and Math will increase 5% in all subgroups • Students will receive effective and varied methods to practice skills at their own skill and DOK level 	Actual Annual Measurable Outcomes:	14-15' ELA: 38% met or exceeded grades 6-8, 11 but 63% for just grade 11 14-15' Math: 27% met or exceeded 15-16': Results available mid-July
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted-Expenditures		Estimated-Actual Annual Expenditures
A plan will be made for instructional changes based on the 14-15 SBAC results	Teacher Training, Technology, Software Lead Teachers, Dean \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200	PD and Instructional Coaching focused on increasing rigor and aligning all lessons to CCSS. Teachers provided more targeted support and varied methods so that students could build their own skill and comfort with all DOK levels	Teacher Training, Technology, Software Lead Teachers, Dean \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200
Scope of service: Charterwide		Scope of service: Charterwide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a		Adopt CCSS aligned curriculum and continue to monitor progress	

result of reviewing past progress and/or changes to goals?

Original GOAL 12 from prior year LCAP:	Increase the percentage of students on track to graduation which includes the A-G requirements met	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 <u>x</u> 5 ___ 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___ Local: Specify
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Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. • Increase of 5% of students reaching A-G progress if not at 90%. 	Actual Annual Measurable Outcomes:	2014 — 100% reaching A-G progress 2015 — 100% reaching A-G progress 2016 — Data not available until after July 1, 2016
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000	1. Aspire provided PD to college counselors 2. We looked at monthly data for seniors including grades, on track status, early college program challenges and successes	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000

		Object Codes: 1300, 3000, 7000			Object Codes: 1300, 3000, 7000
Scope of service:	Charterwide		Scope of service:	Charterwide	
—x ALL			—x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Restructure supervision to align Academic Counselor to the AP of Instruction for High School.</p> <p>Continue to progress monitor key data points for high school students and particularly seniors for college application, acceptance and on-time graduation.</p> <p>Provide professional development to college counselors and advisors about graduation requirements, A-G requirements, strategies for college success, financial aid planning and post-secondary success planning through the Aspire Home Office Director of College Counseling.</p> <p>Academic Counselor will provide counseling to all juniors and seniors, including their families to support in the college application process and achieve 100% acceptance to college.</p> <p>Partner with I-Mentor to recruit multi-year one-one-one mentors for 100% of juniors to increase college awareness, college matriculation and college success.</p> <p>Implement post-secondary success planning for all students including a family component.</p> <p>Continue to conduct large-scale college visits and tours with students.</p> <p>Continue to organize and host College Real Talks on Saturdays for families and students that feature Aspire alumni sharing their strategies for college success.</p>
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Analyze data of students not reaching graduation requirements and address any inequities uncovered.

Original
GOALs from
prior year
LCAP:

CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III-
AMAO I

Related State and/or Local Priorities:

1__ 2__ 3__ 4 5__ 6__ 7__ 8__
COE only: 9__ 10__

Local: Specify

Goal Applies to: Schools: LWP

		Applicable Pupil Subgroups:	ELs		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I. • Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. 		Actual Annual Measurable Outcomes:	36% of EL students met their AMAO target	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted-Expenditures			Estimated-Actual Annual Expenditures
<p>1.— Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</p> <p>2.— For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support</p>		<p>New Teacher Training; Lead Teacher Training; Lead Teachers, Dean \$20,000</p> <p>Resource: 0000, 3010; 4035</p> <p>Object Codes: 1100, 1300; 3000, 5200</p>	<p>1.— Lead Teachers were offered PD sessions in EL development at the June Teacher RETreat</p> <p>2.— English Learners received small group reading pull out in 9th and 10th grade</p>		<p>New Teacher Training; Lead Teacher Training; Lead Teachers, Dean \$20,000</p> <p>Resource: 0000, 3010; 4035</p> <p>Object Codes: 1100, 1300; 3000, 5200</p>
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Intervention support for all English Learners not making adequate progress will be identified through the Academic Response to Intervention process will receive additional academic support.</p> <p>Plans for English Learners developed through the Academic RtI team will be monitored and adjusted. In conjunction with the Academic RtI plan, development and training will be provided to teachers.</p>
	Teachers will receive additional professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.

Original GOAL 14 from prior year LCAP:	Eliminate non-mandatory expulsions Increase proactive interventions for Tier 2 and Tier 3 students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify
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Goal Applies to:	Schools: LWP	Applicable Pupil Subgroups: ALL	
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Eliminate # of students who will miss school due to expulsions. Students at risk for behavior incidents will receive support and behavior interventions Students will feel safer at school 	Actual Annual Measurable Outcomes:	14-15: 9.7% suspensions for disruption or defiance 15-16: 5.6% suspensions for disruption or defiance
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school expulsion rate is currently 0%. If the % increases, a plan will be created.	Counselor \$25,000 Principal \$10,000 Resource: 0000	The school expulsion rate is currently .2%. If the % increases, a plan will be created.	Counselor \$25,000 Principal \$10,000 Resource: 0000

		Object Codes: 1300, 2200, 3000			Object Codes: 1300, 2200, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide	
x ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We had one expulsion hearing this year. We will utilize cultural action plan to further build supports for at risk students.			

Original GOAL15 from prior year LCAP:	Reduce percentage of students suspended 1 time or more	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ x 7__ 8__ COE only: 9__ 10__ Local : Specify	
Goal Applies to:	Schools: LWP Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Reduce pupil suspension days to 100 or less days missed of school due to suspensions. Students will interact with more support staff who will help them meet immediate needs 	Actual Annual Measurable Outcomes:	28% of students suspended 1 time or more Increased support staff hours and training to more adequately support students with immediate needs
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
If the rate of students suspended increases, a plan for intervention will be created.		Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000	Implemented restorative practices Contracted with Seneca to create a culture and climate action plan Implemented SAIC survey to measure growth		Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Work with reorganized Aspire Home Office director and school culture action plan template to increase strategies to support at risk students. Add Cultural Cabinet teacher leader position to support improved teacher consistency and equity lens in working with students.</p> <p>Use the Behavioral Wellness team to analyze multiple sources of behavioral data including infractions, referrals and suspensions. For students who are outside the sphere of success, develop Response to Intervention plan that includes supports, incentives and logical consequences. Engage students' family members in supporting the plan.</p> <p>Utilize the Assistant Principals of School Culture to coach teachers in developing effective relationships and classroom management strategies that support all students, especially those outside the sphere of success. Monitor teacher and student progress and provide more intensive support as needed.</p>			

During the weekly Administrative Team meeting, share out key behavioral data and identify trends and short and medium term actions for the Principal and Assistant Principals. Utilize an on-line tracker to readily share and track behavioral data over time.

Continue to train all staff in Restorative Practices and No Nonsense Nurturer classroom management practice.

Utilize restorative approach to build classroom and school community and to restore when harm is done.

Increase training for all staff in equity-related topics including Implicit Bias and Stereotype Threat.

Original GOAL 16 from prior year LCAP:	Increase the percentage of students on track to graduation which includes 15 community college credits		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools: LWP Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students in grades 9-12 will be more academically-prepared for college by taking community college classes. 55% of students in grades 9-12 will experience college-classes in a safe setting in order to make the transition to college easier. 50% of 9-12 students will visit a college campus. 		Actual Annual Measurable Outcomes: 2014 — 11% completed 15 credits 2015 — 0% completed 15 credits 2016 — estimated 70% completed 15 credits
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.		Early College High School Program \$20,000	1. Offered 10 college classes onsite each semester integrating early college opportunities into school-day schedule Early College High School Program \$40,000

2. Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies		Resource: 0000 Object Codes: 5800	2. Directly paid or reimbursed families for all out of pocket fees for families and students including registration, transportation, cost of books and supplies		Resource: 0000 Object Codes: 5800
Scope of service: Charterwide			Scope of service: Charterwide		
x ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue expanding onsite early college program onsite aligned to college and career pathways. Develop more effective proteoring practices to support success in all college classes			

Original GOAL 17 from prior year LCAP:	Teachers will be trained to implement the Next Generation Science Standards.		Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify	
Goal Applies to:	Schools: <input type="checkbox"/> LWP Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will receive science instruction aligned with the NGSS instructional practices. Teachers will be more effective teachers science. Students will receive baselines cores on the Aspire internal science benchmarks 		Actual Annual Measurable Outcomes:	All HS students received science instruction aligned with the NGSS instructional practices
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	

		Budgeted-Expenditures			Estimated Actual Annual Expenditures
<p>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</p> <p>2. Invest in onsite science expert teaching position to model project based learning in Science aligned to New Generation Science standards</p>		<p>Teacher Training, Science Teaching, Principal \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p>	<p>1. Hired a veteran Science teacher to coach 2 other science teachers</p> <p>2. Bio teacher attended PD from Exploratorium focusing on changes to NGSS</p>		<p>Teacher Training, Science Teaching, Principal \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p>
Scope of service:	Charterwide		Scope of service:	Charterwide	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Adopted NGSS-aligned Amplify science curriculum including digital and hands-on materials for all middle school grades. Adopted high-quality biology materials (texts and kits) and chemistry texts.</p> <p>Increased science content and curriculum training in the summer for teachers.</p> <p>Implemented master schedule change to prioritize NGSS instruction in Biology and Physics. The change of sequence more closely aligns to NGSS and allows us to offer Anatomy science course.</p> <p>School will add STEAM pathway and offer science fair internships.</p>			

Special Education

Plan for Students with Disabilities

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

The Charter School is its own local educational agency ("LEA") for purposes of special education, and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA. Proof of LEA SELPA membership status is attached in Appendix VII.

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Services for Students under the IDEA

In accordance with state and federal law, and applicable policies and practices of the SELPA, each student

eligible under IDEA will be provided a free and appropriate public education in the least restrictive environment ("LRE"). No student shall be denied admission to the Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers.

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

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

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

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

The Charter School's educational program includes systems of intervention, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional support for all

students, including English Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

- Smarter Balanced Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

Identification and Referral

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

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

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's

non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA

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

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

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

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

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

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

LEA Assurances

The Charter School makes the following assurances:

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

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities Education Act, all applicable state laws and the SELPA Local Plan, and perform all corrective actions

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

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

Community Need for Aspire Lionel Wilson College Preparatory Academy

Aspire Lionel Wilson College Preparatory Academy is nestled in the historic community of Sobrante Park, a small part of Oakland, California. Oakland, with its roots dating back more than 5,000 years to the Ohlone Native People, is a vibrant city today, boasting a diverse mix of cultures and languages. The U.S. Census population estimates reveal a mosaic of demographics: 26.6% Latina/o/x, 21.8% Black or African-American, 32.3% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% First Nations Native People, with 26.3% foreign-born and 38.8% speaking a language other than English at home.⁴⁰

In addition to being diversity rich, Oakland is known for the arts and creative spirit that often reflect a strong sense of community and activism. While rich in diversity and culture, many families of Oakland and the Aspire Lionel Wilson community face significant economic challenges. The median annual household income for Oakland residents is \$94,389, but 14% of families have lived below the federal poverty line in the past 12 months.⁴¹ It's important to note that in 2023, the federal poverty line for a four-person household is just \$30,000.⁴² According to the Living Wage Calculator, a project of MIT Professor Dr. Amy K. Glasmeier, a family of four in Alameda County with two working adults needs to earn \$158,118 annually to cover their family's basic needs without public assistance.⁴³ This equates to \$38.01/hour per adult; the federal poverty line rate is just \$16.00/hour. In other words, more than half of the city's families live in poverty based on the economic realities of the area. Notably, 18.5% of local adult residents have attained a high school degree or less, highlighting some of the uphill battles many

⁴⁰ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from <https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia/TAW120217>.

⁴¹ *Ibid.*

⁴² HealthCare.gov. Federal Poverty Level. Accessed June 25, 2024 from <https://www.healthcare.gov/glossary/federal-poverty-level-fpl/>.

⁴³ Living Wage. What is a living wage and how is it estimated? Accessed June 25, 2024 from <https://livingwage.mit.edu/pages/methodology>.

face in the community. For Aspire Lionel Wilson College Preparatory Academy families, the financial barriers are even more pronounced as approximately 85% of students qualify for free or reduced price meal services.

Aspire Lionel Wilson College Preparatory Academy is more than just a school; it's a beacon of hope in the community. In 2023, the U.S. News and World Report recognized LWP as a top 100 high school in the state of California. Since its inception on September 3, 2002, it has been a symbol of the community's resilience and determination to overcome economic challenges by leveraging education. Named after Lionel Wilson, the first African-American mayor of Oakland, Lionel Wilson Academy has been a staple in the community, providing a high-quality education and a safe haven for families.

The students and families that LWP serves live primarily in the surrounding community. The demographics of the school's home neighborhood, Sobrante Park, are a vibrant mix, predominantly Black and Latina/o/x, reflecting the rich diversity of our community.

Aspire Lionel Wilson College Preparatory Academy's primary goal is to provide all students with an exceptional education that equips them to excel inside and outside the classroom as a catalyst for positive change. LWP is committed to achieving this goal by offering a community school approach to its programming that provides standards-based core curricula, high quality professional learning structures for staff, an inclusion model for scholars with learning exceptionalities, college and career programming, CTE pathway programming (Design for Social Change: An Engineering CTE pathway), work-based learning, extracurricular activities, personalized learning opportunities, and a small school environment that allows school staff to deeply know the students. The school's focus is not just on academic excellence but also on preparing students for the future beyond LWP. LWP firmly centers the idea that education is a powerful tool for collective liberation.

LWP aims to fulfill a holistic community-based educational model – honed over 25 years – which includes elements such as student academic ownership via structured discussions and authentic dialogue to drive deep, transferable learning outcomes. LWP provides comprehensive support to ensure students complete core courses aligned to the UC/CSU A-G requirements and earn credits for college courses. The restorative justice-aligned discipline system and extensive social-emotional learning competencies are also taught and practiced throughout the school day and during the Advisory period. Beyond the core instruction, the school prepares its students for careers through the work-based learning continuum, including internships, job shadowing, and developing career competencies. LWP strategically prepares scholars for college, career, and life.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

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

Aspire Public Schools Mission

Provide a rigorous, joyful academic experience that cultivates scholar skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their

identities; promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color; and nurture scholars' pride in their abilities, identities, and communities.

Aspire Public Schools Values



- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- **Culture of Belonging:** We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding—no matter one's background or cultural history. Each person is valued and has a place in this community.
- **Community Partnership:** We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.
- **Agency + Self-determination:** Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- **Joy:** We strive to make Aspire and our communities a joyful place to learn, work, and be together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

Equity Focus

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

We live in a society that provides some groups more or fewer opportunities based solely on factors they do not control. Aspire was founded to address the long-standing inequities in K-12 education. Every part of our vision to prepare and empower students to build a fulfilling and liberated future for themselves and their communities lives and breathes the mandate to address these inequities. As an organization, we continue to devote significant resources of time and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students,

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schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work. Since the overwhelming majority of our students are Latina/o/x, when we say that we are using an equity lens to evaluate outcomes and actions we are typically referring to these particular populations.

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

<u>Commitment Statement</u>	<u>School Practices or Model Elements</u>
<u>Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).</u>	<ul style="list-style-type: none"> ● <u>Multi-tiered System of Supports (“MTSS”)</u> ● <u>“What I Need” (WIN) Period: credit recovery, electives, dual enrollment, internships, ELD, intervention, etc.</u> ● <u>Aspire Student Learning Framework; rubric for teacher practice and coaching</u> ● <u>Additional support structures and programming for ELs, such as our designated ELD program</u>
<u>Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.</u>	<ul style="list-style-type: none"> ● <u>Culturally responsive teaching</u> ● <u>Foundation of cooperative classroom learning structures/routines and teaching self-management skills</u> ● <u>Student academic ownership, e.g. via dialogic learning</u>
<u>Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.</u>	<ul style="list-style-type: none"> ● <u>Optional CTE Pathway</u> ● <u>Work-place learning</u> ● <u>Internships</u> ● <u>Community-based programming, e.g. Advisory, WIN Period</u>
<u>Engage families as partners in meaningful ways in our work.</u>	<ul style="list-style-type: none"> ● <u>Student Support Teams</u> ● <u>English Language Learning workshops for families</u> ● <u>Student-led family conferences</u> ● <u>Community events</u>

<p><u>Build the capacity of diverse teams that are more reflective of our students.</u></p>	<ul style="list-style-type: none"> ● <u>Equity-based professional learning</u> ● <u>Diverse hiring panels</u> ● <u>Aligned Aspire pre-hiring alignment prior to hiring process for school leaders</u>
<p><u>Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.</u></p>	<ul style="list-style-type: none"> ● <u>Social and emotional learning via RULER curriculum</u> ● <u>Foundation of cooperative classroom learning structures/routines and teaching self-management skills</u> ● <u>Mental health programming</u> ● <u>Safety/Crisis team meetings and crisis debriefs</u> ● <u>Lead teacher teaming structures</u> ● <u>Teacher coaching structures</u>
<p><u>We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.</u></p>	<ul style="list-style-type: none"> ● <u>Black Student Union</u> ● <u>Aspire Bay Area Diversity, Equity, and Inclusion Council</u> ● <u>Pro-Black Coordinator programming</u> ● <u>Racial Affinity Groups</u> ● <u>Aligned Regional Aspire Culturally Responsive Professional Development</u>

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

At Aspire Lionel Wilson College Preparatory Academy, we are dedicated to being a community where all scholars, staff, and families can thrive and celebrate their race, class, sexual orientation, religion, gender identity, neurodivergence, or disability.

We recognize that the foundation of schooling in the United States is rooted in a history of white supremacy, and to be a school genuinely committed to collective liberation, we must do the difficult work of recognizing and dismantling all systems of oppression. We also acknowledge that this work is not easy and that we cannot do it alone.

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Lionel Wilson College Preparatory Academy affirms its commitment to recognizing, addressing, and eradicating racism and oppression. We focus on engaging and collaborating in learning, teaching, and ways of being that challenge oppressive and unjust forces. We work to reduce racial injustices within our school community and the broader community. Our work by staff and administrators are determined to end oppression in all its forms and to empower our students toward this collective goal.

We acknowledge that regardless of race or ethnicity, individuals are at various points along an anti-racist journey. As a community dedicated to anti-racism and anti-oppression, we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, gender identity, sexual orientation, and other protected identity markers and the impact(s) they have on students, staff, and families.

Aspire Lionel Wilson College Preparatory Academy will continue to educate and address students and staff behavior that creates an unsafe educational environment by proactively:

- Sharing our anti-oppression stance with parents and students during new student orientation.
- Include culturally relevant, responsive, and sustaining teaching practices in our curriculum across all disciplines.
- Continue to target and hire qualified staff that genuinely represents our student body.
- Develop best practices among the student body and staff that dismantle racism and oppression within all aspects of our education and behavior to create a welcoming school where everyone belongs.

Student Population to be Served

Aspire Lionel Wilson College Preparatory Academy, a proud member of the Sobrante Park community, currently serves approximately 451 students in grades sixth to twelfth. Our performance narrative includes historical enrollment data.

U.S. Census data underscore the diverse nature of Oakland's population, with 26.6% Latina/o/x, 21.8% Black or African-American, 29.0% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% American Indian residents. This diversity is further highlighted by 26.3% foreign-born and 38.8% speaking a language other than English at home.⁴⁴

The CDE has compiled demographic data that reveals the District enrolled 45,741 students in 2022-2023. The student body was diverse, with African Americans at 20.0%, Asians at 9.4%, Latina/o/x at 50.2%, and Whites at 10.1%.⁴⁵ Additionally, students with disabilities and those who spoke English as a second language made up 15.5% and 33.1% of the district student body, respectively.⁴⁶ Aspire Lionel Wilson College Preparatory Academy, in line with these demographics, is committed to enrolling a diverse

⁴⁴ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from <https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia/TAW120217>.

⁴⁵ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcenus/EnrEthLevels.aspx?cds=0161250&aggllevel=district&year=2023-24>.

⁴⁶ California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup for Charter and Non-Charter Schools. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcenus/EnrCharterSub.aspx?cds=0161250&aggllevel=district&year=2023-24>.

student population.

<u>Subgroup</u>	<u>Overall Population</u>	<u>Oakland Unified School District</u>	<u>Aspire Lionel Wilson⁴⁷</u>
<u>Total</u>	<u>436,504</u>	<u>45,086</u>	<u>406</u>
<u>Latina/o/x</u>	<u>26.6%</u>	<u>50.2%</u>	<u>94.1%</u>
<u>White</u>	<u>29.0%</u>	<u>10.1%</u>	<u>0.0</u>
<u>Asian</u>	<u>15.9%</u>	<u>9.4%</u>	<u>0.5%</u>
<u>Black or African American</u>	<u>21.8%</u>	<u>20.0%</u>	<u>4.2%</u>
<u>English Learners</u>	<u>N/A</u>	<u>33.1%</u>	<u>21.1%</u>
<u>Students with Disabilities</u>	<u>N/A</u>	<u>15.5%</u>	<u>15.5%</u>

The Educated Person in the 21st Century

Lionel Wilson College Preparatory Academy envisions the educated person in the 21st century as a holistic, adaptable, and proactive individual contributing to the collective public good. Recognizing our dynamic and interconnected world, our educational approach is designed to equip students with a robust foundation of knowledge and skills, enabling them to navigate, contribute to, and thrive in this environment. Our students are encouraged to be intellectually curious, possess criticality, and be analytically adept, capable of synthesizing information to ask meaningful questions and innovate new solutions.

At Lionel Wilson College Preparatory Academy, we believe in cultivating scholarly habits in our lifelong learners. We emphasize the importance of self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, and empathic action. These attributes, when embraced by our students, ensure that they are not only prepared academically but are also equipped to act thoughtfully and ethically in diverse contexts.

Recognizing the evolving career landscape, Lionel Wilson College Preparatory Academy is committed to preparing students for career readiness. We provide practical pathways that allow scholars to explore various careers, internships, and work-based learning opportunities, ensuring they have the agency and advocacy skills necessary for success. This career-focused approach fosters resilience and adaptability, enabling students to persist and excel in their chosen fields.

⁴⁷ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?eds=0161250&agglevel=district&year=2023-24>;
California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?eds=0161250130666&agglevel=School&year=2023-24&ro=y>

In line with our commitment to career readiness, our students create post-secondary success plans, known as senior portfolios, encouraging them to envision their future and understand the steps required to achieve their goals. This forward-thinking approach ensures that students aim for immediate academic success and long-term career and life achievements.

Lionel Wilson College Preparatory Academy's vision of the educated person in the 21st century is of an individual who is not only academically accomplished but also career-ready, adaptable, and equipped with the skills and mindset to navigate and contribute to the world effectively.

How Learning Best Occurs

Lionel Wilson College Preparatory Academy's climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. The instructional design at Lionel Wilson College Preparatory Academy is a dynamic, comprehensive framework developed to empower and engage students in their own learning, preparing them for both college and future careers. By integrating cross-curricular rigor with A-G alignment, our curriculum and teaching methods promote deep understanding across subject areas while ensuring that all courses meet the rigorous Common Core State Standards, Next Generation Science Standards, College Readiness Standards, and Career Technical Education Standards. The inclusion of culturally responsive teaching practices enriches the learning experience, making it relevant and affirming to the identities of the students we serve. Lionel Wilson College Preparatory Academy's faculty designs instruction with the end in mind. For instance, teachers use state and interim assessments to backward-plan and forward-map units and lesson cycles using priority state standards.

Additionally, our instructional program emphasizes college and career preparedness. We structure learning around real-world applications, aligning academic content with industry expectations and embedding multiple work-based learning opportunities. This preparation is supported by rigorous standards aligned assessments that allow students to demonstrate their mastery and readiness for postsecondary success.

Every one of our scholars possesses a multitude of strengths and brilliance. Our asset-based approach, combined with our unwavering commitment to actively disrupt systems of oppression, fuels accelerated learning and student outcomes. Our curricula meets the rigor of all applicable state content standards, including the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, the English Language Development ("ELD") Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"). Further, our curricula also provides our students with a liberatory framework, fostering identity awareness and criticality. Our equity-based grading system encourages deeper, transferable learning as students are given continuous opportunities for mastery.

At Lionel Wilson College Preparatory Academy, we do not just prioritize joy, we center it. Joy is not only embedded in our school climate and culture through our abundance of community events and field trips, but it is also an integral part of learning. Our two yearly pathway-aligned cross-disciplinary exhibition

projects, which become a community showcase of learning, are a testament to this. This emphasis on joy in learning fosters a radically hopeful and positive environment for our students and families.

Lionel Wilson College Preparatory Academy's Program Design Elements

Lionel Wilson College Preparatory Academy incorporates numerous evidenced-based program elements that are innovative, results-driven, and thoughtfully implemented. Lionel Wilson College Preparatory Academy addresses best practices in order to achieve the vision ensuring scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities. The following key program design elements are described in the following sections:

- **Learning Environment Supportive of Student Academic Ownership:** By building and maintaining a foundation of teaching and practicing cooperative their learning structures, self-management skills, and classroom routines, we then empower our students to own their academic journey, which happens daily in the classroom through constructivist pedagogical approaches (e.g. dialogic learning), semesterly on cross-curricular exhibition projects, and when students collaborate with their college advisors to create their post secondary plans.
- **Small Community Supportive of Personalized Student Learning:** Our overall small school and class size, allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs. Such personalized student attention is a key feature of our model and can be found during Advisory, WIN Period, our co-teaching inclusion model, and intentional day-to-day interactions from staff.
- **Culturally Responsive Pedagogy and Practice:** Our instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Our hallmark instructional tool for faculty is the Aspire Student Learning Framework ("ASLF"), a coaching tool that provides teachers with a non-exhaustive list of teacher skills and behaviors that contribute to successful student outcomes. As part of our coaching process, the Framework includes recommendations and guidelines for planning culturally responsive teaching. Teachers receive coaching using data from the ASLF. Additionally, the Charter School sets goals around instructional practice implementation based on the ASLF.
- **Data-driven Decision Making:** Involves a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of middle and high school students. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students. Our key educational design features that support data-driven decision-making are our performance data review cycles, MTSS, the Aspire Student Learning Framework, and department team data cycles.
- **Social Emotional Learning & Behavioral and Mental Health Programming:** In place to help

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students develop life skills to support achieving both personal and collective goals. Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. SEL competencies and themes from the RULER curriculum are integrated throughout the school day and explicitly taught during the Advisory block. In addition, smaller groups are organized for 6-8 week blocks to support students with more additional social emotional needs if/when needed like healthy social relationships, anger management and coping with grief. School counselors work with scholars focusing on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns. Aspire's model is short-term, school-based, school-focused counseling that typically spans 8-12 weeks of school per cycle referred to as the "Brief Therapy Model."

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Learning Environment Supportive of Student Academic Ownership

Academic ownership is a critical element of Lionel Wilson College Preparatory Academy's programming, where students are empowered to take control of their learning. Students tackle challenging cognitive tasks and engage in complex problem-solving that align with Common Core State Standards and Next Generation Science Standards. Our students express their reasoning in their authentic voice using a multitude of avenues, incorporating both academic language and home languages. This rigorous approach ensures that our students are not just learning, but learning to think critically and express themselves effectively. They also contribute to their peers' learning through structured discussions and authentic dialogue, fostering collaboration and cycles of constructive peer-to-peer feedback. This approach encourages rigorous dialogue that respects both convergent and divergent thinking, allowing our students to explore multiple perspectives.

Our teachers empower our students as academic owners of their learning through a constructivist approach to instruction guided by these five principles:

1. **Seek and value students' points of views:** In our classrooms, our teachers initiate curriculum themes by exploring students' current understanding of concepts. This serves to evaluate current depth of understanding in relation to grade-level standards, unearth misconceptions, and thoughtfully challenge any assumptions. Teachers also adapt their lessons and modify approaches to support student needs and interest, as well as activate any special, individual strengths and knowledge based on their diverse life experiences.
2. **Engage in activities that challenge students' suppositions:** Our teachers support or contravene in suppositions of fact and opinions as students gain subject content mastery. Teachers create an open, curious space for students to proactively discuss, investigate, theorize, reflect, analyze, and make conclusions.

3. **Pose standards-relevant questions:** Our teachers support our students in having learning experiences that inspire personal connection to the topics covered. Through carefully designed open-ended questions, Aspire Lionel Wilson College Preparatory Academy instructors structure classroom discussions and learning that not only resonate with students' interests and passions, but also produces personal meaning among students as they deepen their knowledge of facts and practice of skills.
4. **Build lesson plans grounded in interdisciplinary and culturally relevant teaching:** Our teachers plan and pose academic problems that position student agency in integrating big ideas through inquiry and reflection. As discussed, in depth in Element 1: Teaching Methods, teachers are provided tools and support to design lesson plans and curate instructional methods that are aligned to bridge opportunity gaps in academic performance. Rather than plan and teach subject matters in isolation, our instructors collaborate to have students discover the interdisciplinary nature of academic topics and applicability of their developing skills in varied contexts.
5. **Assess student learning in daily instruction:** Aspire Lionel Wilson College Preparatory Academy teachers' instruction is cyclically data-driven. Teachers assess student learning through frequent checks-for-understanding and objective-aligned formative assessments. At the conclusion of a module/unit, student learning is assessed through summative tests or tasks.

In summary, Lionel Wilson College Preparatory Academy supports scholars to fully actuate their potential. We believe that it is our responsibility to create the most optimal learning conditions for scholars to arrive at their unique genius. The learning environment is structured to foster deep engagement, ensure safety, maintain effective rituals and routines, and encourage affirmation, all within a framework that sets high expectations for every student. Our teachers emphasize restorative justice principles and normalize mistakes as part of the learning process to cultivate a supportive and safe learning atmosphere. We understand that we live in a society laden with inequities and we are consciously working at interrupting those inequities in order to create transformative experiences for young people.

Small Community Supportive of Personalized Student Learning

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

Students are more likely to succeed in small schools, where teachers and the principal know each family well. At Aspire Lionel Wilson College Preparatory Academy, one of our key aims is for each student to be known, seen, and valued by our faculty.

With class sizes between 24 and 30 students, teachers can give each individual student the time and attention necessary to realize their personal academic goals. In practice, our teachers greet their scholars

during threshold (i.e., a door greeting relationship-building strategy) and create time and space to individually check in as needed which could be during passing periods, lunch, or after-school office hours. Aspire strives to maintain a 30:1 ratio in grades sixth through twelve, additionally students spend a portion of their day in homeroom or advisory.

Beginning in the 6th grade, each student is assigned to an advisory group of approximately 30 students who meet with their advisor on a regular basis. The advisor acts as a bridge between Lionel Wilson College Preparatory Academy 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 social-emotional and academic support structure. Through intentional and consistent community-building activities, Lionel Wilson College Preparatory Academy students build and maintain internal networks of support.

Instructional Time: Supportive of Personalized Student Learning

Lionel Wilson College Preparatory Academy provides 180 days of instruction each year over a modified school calendar with a shorter summer recess to decrease the loss of learning. The school day is structured so that all students have access to a rigorous curriculum with opportunities for enrichment and intervention. All high school students have access to an A-G aligned curriculum within their school day. A sample school calendar is found in Appendix VIII. A sample school bell schedule is attached in Appendix IX.

Another way Lionel Wilson College Preparatory Academy supports all students during the school day is through a schoolwide personalized learning period called "What I Need" (WIN). Lionel Wilson College Preparatory Academy leverages a flexible period during the day where students are scheduled based on need and interest. During the WIN Period, which occurs for 90 minutes daily, students can access personalized time for adaptive online learning in core subjects, targeted individual support or small-group interventions, and enrichment. Class sizes vary for these sections based on intensity of need. Students may participate in targeted or intensive interventions, elective courses, or credit recovery. Teachers provide targeted instruction; learning specialists provide tailored support to our students with IEPs. All instructors help students manage their work and goals independently. Students also can use the time on any cross-curricular exhibition projects, with faculty available to work closely with students. Students work at their own pace and direct their own learning to build academic ownership, while being held accountable by instructors for covering the required standards.

The expanded learning program at Lionel Wilson College Preparatory Academy offers students 6th-8th grade an opportunity to participate in a variety of extracurriculars. The program offers students an additional thirty days (during school breaks) of nine-hour programming to participate in programs that support their academics and exposes them to various enrichment opportunities such as culinary, coding, sports, and visual arts. Lionel Wilson College Preparatory Academy recently received the After School Safety and Enrichment for Teens (ASSETs) federal grant to expand resources and opportunities for our 9th-12th grade students for the upcoming years.

Culturally Responsive Pedagogy and Practice

Culturally Relevant Pedagogy (“CRP”) and Culturally Responsive Teaching (“CRT”) are two tenants of the Lionel Wilson College Preparatory Academy’s program. Through Culturally Relevant Pedagogy and Culturally Relevant Teaching, Lionel Wilson College Preparatory Academy educators empower students to appreciate and respect their own and each other’s identities and to develop an understanding of multiple perspectives. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Thus, educators critique curricular materials often alongside students to analyze various perspectives.

Through Culturally Responsive Teaching, Lionel Wilson College Preparatory Academy educators focus on the following three components that Dr. Gloria Ladson Billings popularized:

- 1) Student learning— The focus is on student learning. Students demonstrate intellectual growth and moral development, but also their ability to problem-solve and reason.
- 2) Cultural competence - Students are able to draw on their own backgrounds, languages, histories, customs, and experiences as they gain fluency and facility in at least one other culture.
- 3) Critical consciousness - Students have the ability to recognize and critique societal inequalities.

Data Driven Decision Making

At Lionel Wilson College Preparatory Academy, we believe that all decisions should be data driven. The Plan-Do-Study-Act (“PDSA”) cycle plays a pivotal role in ensuring continuous improvement and informed decision-making. The PDSA cycle begins with planning, where specific Common Core State Standards and Next Generation Science Standards are outlined based on sequence and initial data analysis. The Study phase involves collecting and analyzing data to monitor progress and evaluate effectiveness of implemented teaching methods. During the Do phase, teaching methods are actualized while maintaining close progress monitoring. The Act phase focuses on reflecting on the outcomes, refining strategies, and making the necessary adjustments.

Formative assessments and progress monitoring are integral to this cycle, as they provide timely and actionable feedback on student progress and instructional efficacy. By regularly assessing and monitoring student understanding, educators can make real-time adjustments to instruction, thus data driven decision making leads to enhanced learning outcomes. This iterative process fosters a culture of continuous improvement. Data driven decision making ultimately leads to more effective teaching and student achievement.

Lionel Wilson College Preparatory Academy’s anchor instruction in data-driven decision making within our MTSS framework inclusive of a universal screener, diagnostic, and summative assessments. The assessment outlined below empower educators to make data-informed decisions based on student needs, identify students for targeted interventions, and promote a culture of continuous improvement.

Types of Assessments

Universal Screeners

Diagnostic Assessments

Summative Assessments

<p><u>Universal screeners are used to:</u></p> <ul style="list-style-type: none"> ● <u>Provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1</u> ● <u>Identify students who may benefit from Tier 2 and Tier 3 support</u> <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <u>i-Ready, initial ELPAC</u> ● <u>“Currently we do not have an Aspire wide universal screener for CA NGSS and ELD Standards</u> 	<p><u>Diagnostics are used to:</u></p> <ul style="list-style-type: none"> ● <u>Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.</u> <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <u>i-Ready is labeled as diagnostic or quasi-diagnostic by the vendor</u> 	<p><u>Summative assessments will be used to:</u></p> <ul style="list-style-type: none"> ● <u>Benchmark student performance relative to what students need to be successful on the content standards assessed</u> ● <u>Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals.</u> <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <u>SBAC/CAA, CAST, Summative ELPAC/ Alt. ELPAC, PFT</u>
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<u>Formative Assessments</u>	<u>Progress Monitoring</u>
<p><u>Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions.</u></p> <p><u>Examples of Formatives Assessments: Exit tickets, curriculum embedded assessments, IABs</u></p>	<p><u>Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.</u></p> <p><u>Examples of Progress monitoring: Plan-Design-Study-Assess Cycles</u></p>

Social Emotional Learning and Behavioral & Mental Health Programming

Social Emotional Learning

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

- Managing emotions and behaviors to support building health identities

- [Feeling and expressing empathy and compassion for others](#)
- [Making responsible decisions](#)
- [Setting and achieving positive goals](#)

[SEL competencies and themes are integrated throughout the school day and explicitly taught during the Advisory block. The Advisory block features the use of circles for relationship and group identity-building, as well as for restoration of community. In addition, smaller groups of students are organized for 6-8 week blocks to support more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.](#)

[Mental Health Programming](#)

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

[Teaching Methods](#)

[At Lionel Wilson College Preparatory Academy, our instructional program is rooted in interdisciplinary teaching methods that leverage best practices to ensure scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities. Our teaching methods include instructional practices deeply influenced by the ASLF and the Ready for Rigor Framework, in order to invigorate a culturally responsive educational experience. Lionel Wilson College Preparatory Academy is committed to an instructional program centering our students and ensuring all scholars, inclusive of our Multi-Language Learners and Standard/Mainstream English Language, have access to rigorous tasks in all content areas.](#)

[Interdisciplinary Teaching](#)

[Interdisciplinary instruction involves the study of complex real-world themes that engage deep conceptual content building that meets the demands of our standards by centering on community and cultural inquiry and requires us to examine conditions of opportunity, justice, suffering, and liberation.](#)

[Culturally Relevant Pedagogy](#)

[A culturally relevant pedagogy will enable students to appreciate and respect their own and each other's identities and to develop an understanding of multiple perspectives. Culturally Responsive Teaching and Culturally Relevant Pedagogy are two tenants of the Lionel Wilson College Preparatory Academy's program. This includes knowing and considering the backgrounds of students when planning and](#)

delivering lessons. Teachers critique curricular materials often alongside students to analyze various perspectives.

Explicit Instruction

Explicit instruction is an evidence-based form of teaching, in which the teacher presents the lesson by stating the standards-aligned learning objective, specific instructions. Then the teacher models an explicit skill and application using criteria for success using thinking steps. Next, the teacher prompts guided practice, and frequent checking-for-understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Problem Based Instruction

Problem Based Instruction provides students with a step-by-step process for determining the solution. Problem-based learning is somewhat narrower and is directed towards finding solutions according to clearly defined steps.

Inquiry Based Instruction

Inquiry Based Instruction presents students with a problem or question, and formulate and test theories to work towards a solution. Inquiry based learning is more directed towards fulfilling the human need for discovery, and encourages students to explore the world around them.

Close Reading with Text-Dependent Questions

Close Reading supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

Integrated and Designated English Learner Development

Integrated and Designated English Learner Development strategies such as Structured Student Talk, Interactive Reading & Note-Taking, Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.

Academic Discourse

Academic Discourse provides daily opportunities for students to engage in protocols that support discussion among peers to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.

Building Academic Vocabulary

Building Academic Vocabulary provides regular, ongoing opportunities for scholars to strengthen tier 2 vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition.

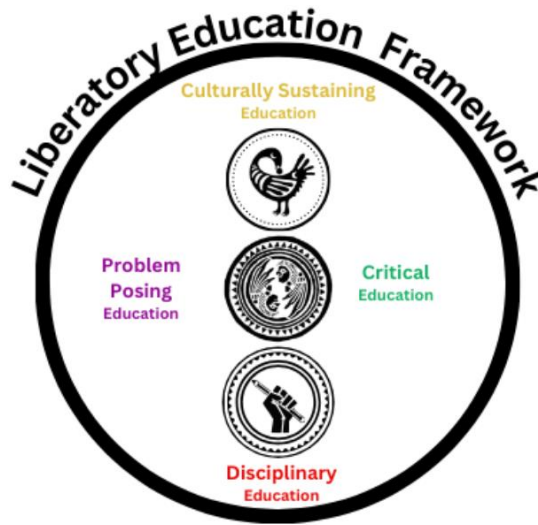
Flexible Grouping

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

In order to ensure that our teaching community is prepared to implement the aforementioned instructional practices, we value ongoing professional development and coaching. Our ASLF is a coaching tool that provides teachers with a non-exhaustive list of teacher skills and behaviors that contribute to successful student outcomes. After each observation, we use formative and observational data to recommend that teachers and observers identify one or two Core Teacher Skills (or a skill not listed) to prioritize for the following coaching cycle to accelerate student learning outcomes. These behaviors are embedded in the teaching methods outlined below.

Liberatory Education Framework

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



Principles and Concepts Descriptions



Sankofa: The concept of “Sankofa” is derived from King Adinkera of the Akan people of West Africa. “Sankofa” is expressed in the Akan language as “se wo were fi na wosan kofa a yenki.” Literally translated, this means “it is not taboo to go back and fetch what you forgot”.

“Sankofa” teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated.

“In order to understand our present and ensure our future, we must know our past.”

-University of Illinois Springfield Black Student Union



In Lak'ech: In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.



Critical Literacy: At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Pedagogies, Practices, and Education Outcomes

The above principles and concepts (Sankofa, In Lak'ech, Critical Literacy) inform our focused pedagogies that our teammates will develop as practitioners. The pedagogies will inform our instructional and

school practices which will then lead to education outcomes for students.

Pedagogies	Practices	Education Outcomes
<u>Community and Restorative Pedagogy</u>	<ul style="list-style-type: none"> ● <u>Discussion, Debate, and Dialogical Discourse</u> ● <u>Restorative and Beloved Community Practice and Accountability</u> ● <u>Participatory Action Research</u> 	<u>Problem Posing Education</u>
<u>Culturally Sustaining Pedagogy</u>	<ul style="list-style-type: none"> ● <u>Interdisciplinary Units</u> ● <u>Graduate Profile Competency and Community Centric Practice</u> ● <u>Next Generation College, Career, and Community Pathway Pipelining</u> 	<u>Culturally Sustaining Education</u>
<u>Disciplinary Pedagogy</u>	<ul style="list-style-type: none"> ● <u>Professional Learning Communities and Nested Development Pipelines</u> ● <u>Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks)</u> ● <u>Cycles of Inquiry and Multi-Tiered Systems of Support</u> 	<u>Disciplinary Education</u>
<u>Critical Pedagogy</u>	<ul style="list-style-type: none"> ● <u>Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis</u> ● <u>Literacy and Liberation Practices</u> ● <u>Critical Inquiry and Cross-Curricular Evidence-Based Writing</u> 	<u>Critical Education</u>

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Curriculum

Lionel Wilson College Preparatory Academy uses a combination of adopted programs and curriculum developed inhouse to meet Common Core State Standards and Next Generation Science Standards by building foundational academic skills, higher-order thinking skills, and life-skills. All curriculums are research-based, and are the base for our interdisciplinary culturally relevant unit development.

Subject	Curriculum Description
<u>English Language Arts and English Learner Development:</u>	<p><u>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</u></p> <p><u>Lionel Wilson College Preparatory Academy’s English Language Arts and English Learner Development curriculum are designed to support the examination and analysis of grade level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner (“MLL”) supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</u></p> <p><u>Grades 6-8 use EL Education and grades 9-12 use SpringBoard. Grades 9 and 10 piloted a new curriculum, Riveting Results.</u></p> <p><u>EL Education is an instructional K-8 Language Arts program that allows all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. EL Education curriculum is based on the Science of Reading and builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature.</u></p> <p><u>SpringBoard is an instructional program by College Board aimed at</u></p>

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	<p><u>increasing college readiness for students in grades 6-12 in English Language Arts . It offers differentiated, leveled instruction that prepares students for college-level coursework through developing and refining skills in critical thinking, close reading, writing in various genres, and doing research.</u></p> <p><u>Riveting Results is an instructional program designed based on classroom research and the Science of Reading. The program focuses on engaging books with rich, complex text and divides them into sections creating activities based on the following four areas: fluency, rereading, paraphrasing, and analysis. Additionally, the program begins with writing tasks. The program guides students through a skills sequence that enables them to notice how and when they write powerfully.</u></p> <p><u>English 3D is a comprehensive English Language Development Program designed specifically to improve the academic language and literacy of English language learners. It focuses on accelerating language acquisition, proficiency, and literacy by providing targeted instruction in language development and academic vocabulary.</u></p>
<p><u>Social Science:</u></p>	<p><u>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</u></p> <p><u>Lionel Wilson College Preparatory Academy’s history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at secondary level include primary sources, historical literature, Facing History and a variety of non-fiction texts as recommended by the Common Core State Standards</u></p> <p>↵</p>

Mathematics:

Lionel Wilson College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.

Lionel Wilson College Preparatory Academy's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and critical problem-solving skills.

Students will learn to apply mathematical concepts and processes. Students' ability to deeply understand concepts through problem based questions is highly emphasized and assessed through everyday teaching and learning. This includes the students ability to learn and apply Culturally Responsive Mathematical Practices and the Standards of Mathematical Practices. Students will be exposed to instructional strategies like the Three Reads Protocol and Academic Discourse discussion protocols, in order to elicit student thinking. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to develop fluency in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems.

Grades 6-8 use Eureka Math Squared, grades 9-11 uses Savvas enVision Mathematics, and grade 12 uses Statistics in Action.

Eureka Math Squared is a comprehensive TK-12 curriculum that sequences math concepts from basic to advanced. It is known for its coherence and rigor, structured to help students build a strong foundation in mathematics, and focuses on deeper understanding of mathematical concepts.

	<p><u>Savvas enVision allows deep conceptual understanding aided by visual models, personalized learning, and 3-act tasks. The curriculum is rich in problem-based learning, cutting-edge digital support, family engagement resources, embedded Spanish materials</u></p> <p><u>Statistics in Action promotes a modern, data-analytic approach to learning statistics that allows students to uncover, display, and explore patterns in data. Most data sets are real-based on research, historical case studies, and student-collected data. Students use tools systematically to build a coherent description of data-set patterns and to describe patterns in the language of their applied contexts.</u></p>
<p><u>Science:</u></p>	<p><u>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</u></p> <p><u>Lionel Wilson College Preparatory Academy’s science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas (“DCIs”): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices (“SEPs”) and Cross-Cutting Concepts (“CCCs”).</u></p> <p><u>Grades 6-8 used OpenSciEd. OpenSciEd is a Next Generation Science Standards aligned curriculum that utilizes a storyline approach- a logical sequence of lessons that are motivated by students’ questions that arise from student interactions with phenomena. The units provided by the curriculum are the base for interdisciplinary instruction. The units that are taught in sixth grade are the following: Light and Matter, Thermal Energy, Weather, Climate, and Water Cycling, Plate Tectonics and Rock Cycling, Natural Hazards, and Cells and Cell Systems. The units that are taught in seventh grade are the following: Chemical Reactions and Matter, Chemical Reactions and Energy, Metabolic Reactions, Matter Cycling and Photosynthesis, Ecosystem Dynamics, and Earth Resources and Human Impact. The units that are taught in eighth grade are Contact Forces, Sound Waves, Forces at a Distance, Earth in Space,</u></p>

	<p><u>Genetics, Natural Selection and Common Ancestry.</u></p> <p><u>Grades 9-12 use inhouse teacher created materials that are Next Generation Science Standards aligned with support of the following textbooks: Biology a Human Approach, McGraw Hill: Chemistry Concepts and Applications, Saavas: Experience Physics, Saavas: Your World Your Turn and released high school OpenSciEd units. A science curriculum for grades 9-12 will be piloted and adopted in the 2024-2025 school year.</u></p>
<u>Spanish/Second Language</u>	<p><u>Lionel Wilson College Preparatory Academy's Spanish language course develops students' skills with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking dialects and cultures. Most of our scholars successfully pass the Advanced Placement Spanish Language Exam.</u></p>
<u>Visual and Performing Arts</u>	<p><u>Lionel Wilson College Preparatory Academy believes that participation in the arts are essential to each student's development. The arts are integrated into interdisciplinary units to inspire and deepen learning experiences. Visiting artists also provide special programs in the arts. Lionel Wilson College Preparatory Academy offers on-campus art electives and works to establish partnerships with local arts organizations and colleges to provide additional programs for students.</u></p>
<u>Social Emotional Learning (SEL)</u>	<p><u>Social Emotional Learning competencies are explicitly taught during the advisory block. RULER is the curriculum that we use to support building students' capacities in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence:</u></p> <ul style="list-style-type: none"> <u>• The Classroom Charter: Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings.</u> <u>• The Mood Meter: The Mood Meter is a two-axis grid used to show students' levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing</u>

	<p>vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions.</p> <ul style="list-style-type: none"> • The Meta--Moment: This tool is a process for responding to emotional situations that could cause reactive emotions. This practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision. • The Blueprint: As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others' perspectives and respond to a situation in consideration of how others are feeling. <p>Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.</p>
<p><u>Health/Sex Ed:</u></p>	<p>Lionel Wilson College Preparatory Academy helps students develop an understanding of the importance of health, nutrition and Sex Ed through classroom instruction, selected special programs, and collaborations with local health agencies. Health instruction follows the California Health Framework.</p>
<p><u>Physical Education (PE):</u></p>	<p>Lionel Wilson College Preparatory Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.</p>
<p><u>Career Technical Education</u></p>	<p>Lionel Wilson College Preparatory Academy has one existing Career Technical Education pathway – Engineering Design. Engineering, construction, and utilities pathways have been identified as regional priorities in the Bay Area Community College Consortium ("BACCC") Regional Plan because of the importance of "building, expanding, upgrading, and maintaining the built environment" for all other industries in the region.</p> <p>Lionel Wilson College Preparatory Academy increases the opportunities</p>

	<p><u>for students to earn college credits through its partnership with the Peralta Colleges by providing the following dual-enrollment courses which serve as prerequisite for engineering courses to prepare them for the Engineering Design Certificate if they choose to continue.</u></p> <p><u>Students in each pathway will advance through a rigorous college-preparatory program of study that (1) fulfills A–G requirements; (2) combines core academic courses and CTE courses that prepare students to earn industry-recognized certifications and advance towards a postsecondary degree; (3) emphasizes student mastery of industry-relevant knowledge, technical skills, and transferable skills; (4) integrates/scaffolds career exploration and readiness into each grade level through career research and guest speakers, student leadership organizations, seminars, mentorships, industry tours, and internships; and (5) provides a comprehensive range of college and career planning and integrated support services throughout the pathway.</u></p>
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Interventions and Enrichment

Interventions

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

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

Lionel Wilson College Preparatory Academy prioritizes professional development in MTSS strategies.

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

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● Additional instructional time ● Differentiated instruction ● Various options to demonstrate mastery ● Flexible groupings ● Additional exposure to the information and language being presented in the lesson ● What I Need Period ● Progress reports to parents/guardians ● Planner checks ● Instructional Aide support ● Focus on accelerating student progress and meeting student needs ● Opportunities for breaks as needed ● Social and emotional learning, e.g. during Advisory ● Positive Behavioral Interventions and Supports ("PBIS") ● Teacher office hours for tutoring 	<ul style="list-style-type: none"> ● Group and individual counseling ● Parent meetings ● One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs) ● One-on-one check ins with a culture team member and/or mentor ● Peer tutoring ● Additional focused assignments targeting areas of need ● Behavior contracts ● Clean weeks (opportunities to reduce Reflections) ● Alternatives to suspensions 	<ul style="list-style-type: none"> ● Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions) ● A higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student ● What I Need Period

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Student Support Team

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

teacher, the parent(s), and the student (if appropriate). Any teacher or parent can request an SST review of a student's needs for additional support and intervention.

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

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

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

Enrichment

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

Technology as a Tool

At Lionel Wilson College Preparatory Academy, technology is used as a tool for research, communication, and production—just as it is in everyday life. A combination of laptops and chromebooks are available for student use. Students exercise their higher-order thinking skills through simulations and presentations. Communication and production skills are exercised through electronic mail and publishing. Lastly, research skills are exercised through the use of electronic references, including the Internet.

In addition, Lionel Wilson College Preparatory Academy strategically leverages i-Ready as a blended platform to support student learning. i-Ready serves as a powerful technological tool for instruction by offering personalized learning experiences through an adaptive online program. The program allows

students to engage in learning activities that are tailored to their individual academic readiness and standards. By leveraging technology in this way, i-Ready facilitates targeted, efficient, and effective instruction that meets students at their point of need, fostering both engagement and academic growth.

Plan for English Learners

Lionel Wilson College Preparatory Academy will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. Lionel Wilson College Preparatory Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Aspire's EL Master plan can be found in Appendix X.

Home Language Survey

Lionel Wilson College Preparatory Academy will administer the home language survey upon a student's initial enrollment into LWP, as required by a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate a language other than English on any of the four home language survey questions, their records will be checked against CALPADS, and if no previous record exists, they will be tested with the Initial English Language Proficiency Assessments for California . The ELPAC has four proficiency levels: Level 4 - well developed; Level 3 - moderately developed; Level 2 - somewhat developed; and Level 1 - minimally developed and is aligned with the 2012 California ELD Standards..

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

- Initial Assessment ("IA")

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

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in

order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

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

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

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

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

Reclassification Procedures

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

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

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

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

Strategies for English Learner Instruction and Intervention

Aspire Public Schools offers two programs by default:

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

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.⁴⁸

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

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

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

In 6th through 12th grade, Designated ELD is built into the Charter School's master schedules, taught by teachers with proper authorization and students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of LTELs and some Newcomers, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or

⁴⁸ "ELD Framework (2014), Chapter 2, Figure 2. California Department of Education."

Academic ELD. These Designated ELD courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

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

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

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”⁴⁹

Monitoring and Evaluation of Program Effectiveness

The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

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

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

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

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners

⁴⁹ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

- [2. Reclassification rates and students at risk of being identified as Long-Term English Learner](#)
- [3. In depth review of site MLL program evaluation](#)
- [4. Recommendations from the English Learner Advisory Committee on necessary improvements to the program](#)
- [5. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures](#)

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

Support for All Students

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

[Youth Supports for Foster and Homeless Youth](#)

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

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

[Students who Perform Academically Low](#)

[Lionel Wilson College Preparatory Academy sets high expectations for all students and is committed to working with students who are not meeting grade level outcomes to support moving them towards mastery. Students who perform below proficiency on our universal screeners may receive a mix of intervention services, including but not limited to: in-class targeted instruction by classroom teachers;](#)

in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention are grounded in proven best practices and may be designed by the educator or a research-based program. During the school day, students who are identified with foundational literacy gaps in decoding are provided strategic, explicit instruction. Additionally, in the Expanded Learning program, students are offered individualized tutoring services four times per week in math and reading through Sylvan Learning Partnership and other programs.

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

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

Students who Perform Academically High

Lionel Wilson College Preparatory Academy's teaching methods are designed to differentiate and individualize instruction for students at different levels. Students achieving above grade level can be effectively served through acceleration to a higher grade level at the discretion of the parent and principal or access accelerated content through online personalized programming. Students in grades ninth to twelfth achieving at or above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Lionel Wilson College Preparatory Academy has developed a robust college and career pathway continuum. Students in middle school start exploring A-G requirements and our engineering pathway. In high school, students make deliberate choices about their high school classes, early dual enrollment college classes, and extracurricular activities in order to prepare them for college and career. This plan improves student motivation in high school and college by making the point of getting an education more concrete. It also builds stronger resumes to help students gain entry to competitive programs, colleges, and careers. Most importantly, it supports students and families in making more informed decisions about a student's future.

High School Program

Alignment with California state standards and UC A-G requirements

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses

are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.

Notification of High School Graduation Requirements

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

High School Graduation Requirements

Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below with a C- or above. In some cases such as UC validation, college credits, etc., Aspire Public Schools' graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admission and scholarships.

<u>Subject</u>	<u>Credits Required</u>	<u>Comments</u>
<u>A. History/Social Sciences</u>	<u>20</u>	<u>1 year of World History and 1 year of US History</u>
<u>B. English</u>	<u>40</u>	<u>Emphasis in Literature & Composition.</u>
<u>C. Mathematics</u>	<u>30</u>	<u>Courses must be taken in grades 9-12. Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits still be earned. 4 years recommended.</u>
<u>D. Laboratory Science</u>	<u>20</u>	<u>In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.</u>
<u>E. World Languages</u>	<u>20</u>	<u>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.</u>

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F. Visual & Performing Art	10	The 10 credits must be in the same UC a-g art discipline (music, dance, theater, visual art, interdisciplinary art)
G. Electives	40	Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC G elective category.
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.
Ethnic Studies	5	1 semester of Ethnic Studies, (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A-G requirements). (Note: This requirement is effective for the graduating class of 2026 and beyond)
Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	Minimum 210	All students must earn a C- or better for credit. Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

[The a-g requirements are the minimum requirements for admission into the CSU\) or UC system.](#)

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

<u>Requirement</u>	<u>Comments</u>
<u>Exhibitions</u>	<u>Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).</u>
<u>College Units</u>	<u>Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D- or better.</u>
<u>College Entrance Exams</u>	<u>Students must apply for and take at least one of the prescribed college entrance examinations. (Waiver is in place for class of 2020-2025, we will re-evaluate this requirement as admission requirements change)</u>
<u>College Applications</u>	<u>Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.</u>
<u>College Financial Aid</u>	<u>Students must complete the FAFSA, California Dream Act Application, or Financial Aid Opt Out Form.</u>
<u>Grade Point Average</u>	<u>Students must maintain a grade-point average of 2.0 or higher.</u>

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Additional High School Graduation Guidelines

- Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code Sections 46144, 46146).
- **The a-g requirements are the minimum requirements for admission into the California CSU) or University of California UC system.**

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

Lionel Wilson College Preparatory Academy shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Lionel Wilson College Preparatory Academy that exceed state requirements, unless the school determines that the

student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request an Aspire waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program.

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Early Graduation

Lionel Wilson College Preparatory Academy handles early graduation on a case-by-case basis, and each case must be brought to school administration in the Fall of 11th grade. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

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Earning a Diploma

A student can only earn a diploma from an Aspire school once they have done the following:

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- **Completed all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units by July 15th of their graduation year in order to earn a diploma from an Aspire school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.**

Retroactive Diplomas

The governing board of Lionel Wilson College Preparatory Academy has the authorization to retroactively grant a high school diploma to a pupil who has departed California against their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of their departure [Education Code Section 51430].

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Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities

Pathways to graduation are individualized based on consideration of student needs. The following guide the decision making regarding individualization:

- Least Restrictive Environment: Ensure students are receiving access to the full educational program to the greatest extent possible.
- Student agency: Student voice should drive the development of their individualized transition plan.

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a

baseline of California state requirements [Education Code Sections 56390-56392].

IDEA states that Individual Transition Plan (“ITP”) development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student’s requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year and will include a review of the student’s graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student’s disability. California state requirements for obtaining a diploma cannot be eliminated. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion (“COC”) is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code Sections 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student’s completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student’s transition plan and what is best for them.

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Secondary Grading

Grading Vision

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

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

Criteria for Grades												
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
<u>Exceeding the grade-level standards</u>			<u>Meeting the grade-level standards</u>			<u>Approaching the grade level standards (Students has key gaps in their understanding)</u>			<u>Not met the standards (Student is unable to demonstrate B or C levels without assistance)</u>			<u>Insufficient evidence to assess grade level standards mastery</u>

College and Career Readiness

At Lionel Wilson College Preparatory Academy, being college and career ready transcends traditional academic achievements; it encompasses a comprehensive preparation that ensures students are equipped for success in higher education and in the workforce. Our school's multifaceted approach

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includes rigorous academic preparation aligned with California A-G requirements, immersive work-based learning experiences like internships and job shadowing, and robust support systems including postsecondary advising and career counseling. This preparation ensures that every student develops the critical skills needed for navigating future educational and career paths successfully.

At Lionel Wilson College Preparatory Academy, we actively integrate real-world experiences into our educational framework to ensure that our students are truly prepared for the complexities of the workforce and higher education. For instance, our flexible school schedule includes a designated fourth block that allows students to participate in work-based learning experiences or dual enrollment courses. Additionally, completion of an internship will be a core component of our college and career program for all students, further cementing their readiness for professional environments. Lionel Wilson College Preparatory Academy's engagement with the K12 SWP workforce grant and partnerships with Measure N/H advisory Board and BUILD enhance these opportunities by bringing local professionals directly to our campus, thereby enriching our students' learning and exposure to real-world careers.

In addition to providing support for students to develop a college-going identity, Lionel Wilson College Preparatory Academy also utilizes a myriad of tools for providing support to students who may be at risk of not meeting the necessary milestones while in high school. Lionel Wilson College Preparatory Academy proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school (aforementioned WIN block).

In order to meet the CDE's College and Career Indicators, high school academic counselors work to track all students using the Post-Secondary Success Plan and a Graduation Checklist. Counselors identify students who are falling behind in coursework and then leverage support systems such as Study Hall, Advisory, and WIN to assist students in developing the skills that are required to meet A-G expectations.

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

Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually-distributed Student/Parent Handbooks. The Handbook is in both English and Spanish and available to all families. Additionally, knowing that not all our families are reading literate, Aspire Lionel Wilson Preparatory, offers workshops, orientations, and Principal/Family Chats at the beginning of the year by the administration, and throughout the year by college and academic counselors in both English and Spanish to inform families of our instructional program, post-secondary success program, and our graduation requirements.

Western Accreditation of Schools and Colleges

Lionel Wilson College Preparatory Academy is accredited by WASC to ensure that every student has the opportunity to graduate with University of California/California State University approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admission committees of the UC/CSU system. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

Lionel Wilson College Preparatory Academy is on a six year accreditation cycle which will expire in June 2027. Lionel Wilson College Preparatory Academy received their mid-cycle visit in 2023 and the WASC visiting committee reaffirmed their accreditation.

Lionel Wilson College Preparatory Academy continuously meets with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to its Local Control and Accountability Plan. In order to maintain WASC accreditation, Lionel Wilson College Preparatory Academy will continue to implement the WASC action plan:

- Addressing program sustainability and preventing teacher burnout
- Increase staff retention
- Meet the needs of English Language Learners
- Continue to develop benchmarks to assess school values
- Increase student learning opportunities encompassing high-level, rigorous technology-based student work.

Counselors also identify students who are falling behind in coursework and then leverages support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options are several and include: re-taking the course at LWP, taking the class on-line or from an external provider, in summer school and, on occasion, college replacement courses.

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

Lionel Wilson College Preparatory Academy's Goals and Actions to Achieve the State Priorities

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

In addition to the goals listed therein, LWP has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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A Typical Day

Middle School

At LWP, Jakari begins his morning with his mother dropping him off around 8:00 a.m. He quickly heads to the Family Room, where Ms. Daiz, our founding cafeteria manager, serves him the most important meal of the day—breakfast. Jakari sits with his friends before heading to his first class at 8:25 a.m., eighth-grade advisory. He checks his PowerSchool to see if it is club day when scholars select their extracurricular club during advisory. Jakari builds community with his classmates and advisory teacher when it is not club day. In advisory, Jakari gets to check his grades, creates a community culture of belonging with his peers in their daily restorative justice circles, checks in using the RULER Mood Meter, and deepens his love for reading by engaging in Wilson Reads, an independent reading activity. Jakari feels safe at school because he knows he can show up as his authentic self, knowing that his school community will welcome, see, hear, and value him. He enjoys knowing that his teachers know all of his strengths and how they provide him with high support while holding high expectations. He knows that if he makes a mistake, there is a restorative way to repair harm, learn from the experience, and move forward.

Prepared for content instruction, Jakari takes his reading skills to his English Language Arts class with Ms. Isom. Ms. Isom's class encourages all scholars to be readers and writers. Ms. Isom skillfully guides Jakari in mastering the elements of argumentative writing, preparing him to compose a letter to Mayor Sheng Thao about expanding organic and local food options for East Oakland residents. During his skill-aligned reading lesson using the EL Education curriculum and specifically *The Omnivore's Dilemma*, Jakari delves into the topic of processed food and its impact on Black and brown communities while honing his ability to define domain-specific words using context clues and other deductive reading strategies. Jakari eagerly awaits his peers' and teachers' feedback on his letter and student-facing materials, knowing that if he doesn't master a specific skill on a particular day, he has the rest of the semester to do so, thanks to the school's belief in equity-based grading. He knows what questions to ask to clarify his misconceptions and that office hours with Ms. Isom are available if he needs additional support on an assignment. Jakari leaves his ELA class with a sense of accomplishment, knowing he is growing as a reader and writer. He is excited to publish and email his letter to the mayor's office.

At 10:20, Jakari goes to math class, and Mr. Vann greets him at the door. In Mr. Vann's class, all scholars are mathematicians. Mr. Vann's class is quite comprehensive, as he is sure to teach the core elements of mathematics. Students start with math facts and number talks. Jakari engages in discussions with his peers using the Standards for Mathematical Practices to build his math fluency and to learn multiple strategies for answering questions about the properties of integer exponents. Mr. Vann always starts his class with a Do Now that reengages scholars in error analysis with questions from the previous lessons. Today, Jakari eagerly writes real-world math questions with his group to deepen his conceptual understanding and refine his procedural fluency in solving systems of two linear equations in two algebraic variables. He credits Mr. Vann's culturally responsive explicit modeling and multiple at-bats with knowing how to get started on the group project. There is a dendritic activity while discussing the math in his word problem because his peers push his thinking and expand his mathematical mind through their rich discussions. Jakari loves Mr. Vann's class because he gets to talk often about math.

A morning packed with building connections, fostering a love of reading and writing, and discussing math has built a ferocious appetite for Jakari. It is now 11:20 a.m., and Jakari can't wait to eat because it is tamale day. Jakari gets in line next to his best friends, and Ms. Diaz serves him lunch. Jakari selects a juicy, ripe pear over the tangerine today. While talking to his peers at the lunch table, Jakari focuses on the trash bins. At the beginning of the school year, Jakari was voted by his classmates to be a School Waste Reduction warrior. He humbly sees his peers properly toss their compostables and recycle the milk cartons. He admires that his peers continue to sort their lunch rubbish consistently. Jakari and his friends bolt to the basketball court to play a game. Jakari was voted MVP at the end of the basketball season because he scored the most points and was championed as the athlete most likely to show great sportsmanship. He appreciates his science teacher and coach, Mr. Martin, for building up his confidence to shine on and off the court.

At 11:50 a.m., Jakari heads to science class. As he enters the room, Mr. Martin asks Jakari about his readiness for the next basketball season. Jakari hesitates to respond, knowing Mr. Martin will no longer be his coach next year when he matriculates into high school at LWP. However, he is reassured that all his teachers at LWP go above and beyond, and he knows that his high school basketball coach will do the same. Jakari quickly goes to his assigned desk and begins his do now. Mr. Martin has prepared the room for his scholars to start their OpenSciEd science experiments. Jakari always feels like a scientist in Mr. Martin's class because of the science experiments. Their experiment is directly aligned with their work in ELA class. He is learning about plant cells and types of seeds. He is thrilled because his grade-level teachers have partnered with Planting Justice, a nonprofit organization that shows eighth graders how to plant sustainable food using organic seeds. The eighth-grade team has transformed the school garden into an oasis of learning. He appreciates how Mr. Martin exposes them to NGSS standards, which will jumpstart him into entering the high school's Design for Social Change: An Engineering Pathway program. For example, Mr. Martin requires his scholars to use the design thinking process when developing solutions for their exhibition projects. The eighth-grade students have two cross-curricular exhibition projects per year. This semester's exhibition project requires them to create community-based solutions to address the organic food scarcity problem in East Oakland.

It's finally 1:00 p.m., and Jakari is ready for another favorite class—history. Ms. Isom has prepared a great history lesson on the intersectionality of food, zip codes, and race in the United States. Jakari deepens his content knowledge for this pathway-aligned exhibition project while better understanding how food scarcity in Oakland came to be. He knows that there is a historical legacy of racism and current corporate practices that keep fresh produce out of East Oakland. Jakari is excited to refine his persuasive writing skills by citing primary and secondary sources. He cannot wait to incorporate the evidence he gathered from his history class readings in his letter to the Mayor.

Jakari heads to his final class at 2:05 p.m. Mx. Carl treats all her scholars as the next Jean-Michel Basquiat or Frida Kahlo. Mx. Carl uses their background in ethnic studies to make art culturally responsive to her scholars. Jakari loves seeing his artwork that disrupts the school-to-prison pipeline hung on the wall of Mx. Carl's class. He knows that LWP cares about providing him with a comprehensive education beyond core subjects like math and ELA. Mx. Carl excellently collaborates with Ms. Isom, Mr. Vann, and Mr. Martin on the end-of-the-year exhibition project. Jakari is overjoyed that this middle school exhibition

project will incorporate a work of art that brings awareness to food-insecure neighborhoods like Sobrante Park.

Although art class is his last period, Jakari still has an after-school program, which he is excited about because he gets to be with his friends while receiving supper, math tutoring through Sylvan Learning, club time he selects every quarter, and sports like his cherished basketball. Jakari is forming lifetime connections with his peers as he prepares to enter high school, ready to take on the rigor and excel academically and socially.

High School

Jasmin is in her final year of high school. She is excited because today is College and Career Decision Day! She gets to announce her post-secondary plans to her peers and community. She is headed to the University of California, Davis. As a first-generation college-bound student, she could not be more pleased with her time at LWP. LWP has afforded her the ability and opportunity to make this post-secondary choice.

Every day, Jasmin is greeted with a warm smile from Ms. Diaz, the cafeteria manager. Ms. Diaz, a familiar face since Jasmin's sixth-grade year, is more than just a staff member—she is family. This sense of belonging, fostered by the school's inclusive environment, is something that educators and administrators at LWP take pride in.

At 8:25 a.m., Jasmin heads to her first class, advisory. Mr. Campbell has been her advisory teacher since she was a freshman. She relied on Mr. Campbell for her letters of recommendation to college, which he happily obliged to do. Mr. Campbell goes over the school announcements and pivots to their circle time, during which Jasmin and her peers discuss their questions and wonderings about life post-LWP. On Wednesdays, Jasmin attends the Gender and Sexuality Alliance club with Ms. Liuzzi. She knows that Ms. Liuzzi has created a safe space for her and her peers who identify as LGBTQ+ and has led the way for LWP to become an inclusive, welcoming school for all students. During advisory, Jasmin is with Ms. Gaines for the Student Government Association on Thursdays. The Student Government Association, a platform for student voices, plays a crucial role in shaping the school's policies and initiatives. Her principal, Mr. Gonzalez, grants decision-making authority to the student body's elected officials because he believes that schooling is squarely about scholars and what they want. For instance, the Student Government Association suggested that scholars needed more college and career awareness support. To that end, Mr. Gonzalez and the staff at LWP created the College and Career Center that houses a pathway manager, college advisor, academic counselor, community outreach manager, and a UC Berkeley Destination College Advising Corps advisor.

It is an A Day for Jasmin, and she has Expository Reading and Writing, Project Lead the Way Engineering Essentials, Statistics, and dual enrollment courses on A days. Jasmin has Environmental Science, US Government, College and Career Awareness, and concurrent enrollment courses on B days. Jasmin is off to Expository Reading and Writing with Dr. Ross. Dr. Ross has years of experience teaching at the community college level and plans to teach African American and Black studies the following year at LWP to expand dual enrollment and credit-bearing college courses. Dr. Ross supported Jasmin in refining her philosophy of self-fulfillment, which helped her respond to the UC Personal Insight Questions during the

college application process in November. Dr. Ross expects all her scholars to be writing at the college level so that they are prepared to take on the UC coursework without reservation. Jasmin's enthusiasm for her courses is infectious, inspiring other students to take a similar interest in their studies.

At 10:45 a.m., Jasmin heads to her engineering class. At LWP, all scholars participate in Design for Social Change: An Engineering Pathway. Jasmin is finishing up the last details of her senior engineering capstone project using Revit by Autodesk, an engineering software program. Mr. Thilow tasked her class with identifying a community problem using the Design Thinking Process. Jasmin has meticulously created a structure using Revit that will be a community hub to offer enrichment activities, specifically in STEM-forward careers. Jasmin is excited to present her capstone in her senior defense, where she will show her project and demonstrate her college and career readiness. She is keen on pursuing a life as a life-long learner to design a more equitable reality for her community.

Jasmin heads to lunch at 12:20 p.m. She has mustered up an appetite from spending the morning reading college-level texts, responding to text-dependent questions, and applying NGSS and Science and Engineering Practices in her capstone project. She is preparing feedback for her teachers on this year's capstone project. At LWP, students provide input at the onset of their two exhibition projects, at the midpoint, and then at the end. At LWP, learning is collaborative between the teachers and students. She checks her phone to see whether she needs to mentor middle school students in understanding A-G requirements. After finishing her feedback comments and planning the rest of her day, she converses with her peers.

After lunch, Jasmin is off to statistics. Ms. Liu eagerly awaits her scholars at the door. She is incredibly proud of Jasmin's cohort because 95% of her class is A-G eligible, and 100% will graduate by June. Ms. Liu focuses on her scholars' brilliance and assets. Jasmin learned how to run a statistical analysis to determine whether her capstone project's mission would revitalize the Coliseum neighborhood of East Oakland compared to a neighborhood absent from those efforts. Ms. Liu worked closely with Mr. Thilow and Dr. Ross to create a cross-disciplinary pathway-aligned exhibition project. At LWP, the faculty gets to deep learning to necessitate transferable skills. Jasmin's academic achievements are a source of pride for her, her family, and the LWP community.

Jasmin's final class of the day is an algebra course offered by the Peralta Community College District. Last year, her school formed a College and Career Access Pathways partnership with Peralta. Jasmin can now take dual enrollment credit-bearing college courses to satisfy most prerequisites when she enters UC Davis in the fall. She knows she can take a concurrent enrollment course through any neighboring or state community college if a college course is not offered on campus. The flexibility of her last period allows her to collaborate with Berkeley Engineering to get feedback on her capstone project. Her pathway coordinator, Mr. Pullman, also supported Jasmin with an internship opportunity in engineering at a local firm. She appreciates all of the work-based learning opportunities LWP has provided her throughout her tenure at LWP.

It's finally time for her College and Career Decision Day. Jasmin enters the Family Room, LWP's auditorium. She is met with a well-decorated space with college pennants adorned throughout. Her parents, both migrants from Jalisco and Michoacan, Mexico, are seated towards the back of the Family

Room. She cannot hold back her tears. She is the first in her family to attend college. She is setting an example for her younger siblings and the rest of the LWP community of learners. When she sits at the table with her name, she recalls the sacrifices her parents made and how the LWP faculty supported her throughout her academic journey. She hears her name called and walks across the stage, handing her college decision over and receiving a certificate of completion for declaring her future postsecondary plans. Although this moment is fraught with uncertainty, LWP instilled in her the skills necessary to live a life worth living with purpose and criticality. Jasmin embodies LWP's values: Love, empathy, compassion, joy, and collaboration. On this very day, the value of joy, the freedom to celebrate individual and collective experiences absent from the threat of retaliation from dominant power structures, permeates the Family Room. Jasmin is ready to be the positive change her community awaits. Jasmin is LWP.

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 21st 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 512 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 49,098 students in 2015-16. Of these students, African Americans constitute 25.8% of the students, American Indians 0.3%, Asians 12.8%, Filipinos 0.9%, Hispanics 44.5%, Pacific Islanders 0.9% and Whites 9.7%. During the 2015-16 school year, students who spoke English as a second language made up 31.8% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.~~

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

- ~~• Students who are not currently successful in their current core academic subjects;~~
- ~~• Students whose academic or English language learning needs necessitate a small school environment with personalized~~

attention;

- Students whose academic or English language learning needs are not being met in a traditional school environment;
- Students who live in low income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities.

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

THE EDUCATED PERSON IN THE 21ST CENTURY

The Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new

ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

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 21st century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire charter schools by providing the road map of what students need to know. 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 taught 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.

Aspire's College For Certain® culture also includes outreach to families. Families are engaged in our college-going culture through participating in college-going rituals in schools. In addition, Aspire families access a

[Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030](#)

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wealth of workshops and learning opportunities to understand the path to college success.

THE CHARTER SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

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Aspire schools are small, with generally 30–66 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 6th through 12th grade spend part of each day in home room or advisory courses with a student-teacher ratio of approximately 25:1. During the Academic Literacy Block (40 minutes four days per week), group size ranges from 6 to 30 students depending on level of student need.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The 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 social-emotional and academic 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
- Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030

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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 humanities 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 Instructional Rubric (AIR). AIMs have been revised to reflect what is being learned as we implement the CCSS. Aspire's Instructional Methods are available upon request. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving:* this method provides students with a 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, Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire-

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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

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will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

Distance Learning: In grades 9 through 12, students may elect to take some specialized coursework on-line, through colleges and universities.

Curriculum

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

- *English Language Arts:* Through the examination and analysis of grade-level, complex texts, students demonstrate critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Students write extensively in narrative, expository, and argument forms to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays, speeches, research reports, etc. Students are also exposed to and work with both literary and informational texts with increasing emphasis on informational texts as students advance. Over time, students build the necessary skills to work with increasingly complex texts as outlined in the standards.

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

Grades 6-12 use Study Sync, a California adopted curriculum for basic ELA and ELD. StudySync is a rigorous ELA/ELD curriculum aligned to the CCSS and includes embedded differentiation in the daily lesson plans to meet the needs of English Learners. The curriculum focuses on the use of grade-level, complex texts and a suite of digital tools to support students to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards and needs.

- *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

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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

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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, Facing History 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.

- **Mathematics:** Aspire's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of key topics and concepts as they are built over time. Curriculum is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and problem-solving skills.

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. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems.

Grades 6-12 uses College Preparatory Math (CPM), a California-adopted, rigorous, CCSS-aligned math curriculum. CPM utilizes problem-based lessons, collaborative student study teams, and ongoing practice with core concepts as the foundation for the curriculum.

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

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further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials including Amplify, Living by Chemistry and BSCS Biology. The state adopted textbooks may be supplemented with AIMS, Core Knowledge Units, FOSS, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

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- *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 9th through 12th grade students to take advantage of courses on-line or at local colleges to receive instruction in other languages.

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

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

Early College Model

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

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn 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

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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

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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 like Spanish, History, and Art, courses are aligned to the California State Standards. In the 2016-17 school year, the Charter School will 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.

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Sample Scope and Sequence (9-12)

A-G Requirement	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
A: Social Science			World History	World History	US History	US History	Econ	US Government
B: English	English 1	English 1	English 2	English 2	English 3	English 3	ERWC Expos. Read/Writ	ERWC-CC English 1A
C: Math ²	Geometry	Geometry	Alg 2	Alg 2	Pre-Calculus	Pre-Calculus	Statistics or Calculus	Statistics or Calculus
D: Lab Science	Biology	Biology	Chemistry	Chemistry	Physics	Physics	Anatomy	
E: Foreign Language	Spanish or ASL	Spanish or ASL	Spanish or ASL	Spanish or ASL				
F: Art					Drama			CC Painting
G: Electives					CC Business	CC Violence and the Community	CC Communications	CC Law and Democracy
Aspire Add ¹ (non-core)	CC: Tech	BUILD					Internship	Internship
	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory

² Courses in *italics* and highlighted will be community college or university classes.

Assessment

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

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- ~~All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to,~~

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Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test);

- Other nationally recognized norm-referenced and/or developmentally-based tests (e.g. Developmental Reading Assessment, SAT and/or ACT);
- The Early Assessment Program (EAP), ACT and SAT scores are all used to assess college readiness;
- STAR Reading Assessment to assess college-ready lexile levels
- Fountas and Pinnell Reading Benchmark system to diagnosis-specific challenges in reading
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, exhibition rubrics);
- Content or skill assessment (running record for English Language Arts; Stepping Stones Unit Assessments, Illuminate assessments; math computation quizzes, unit tests, Study Syne Unit Assessments, CPM Unit Assessments, Amplify Science Assessments);
- 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.

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

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At Aspire, technology is also used as a tool to provide students with additional opportunities for individualized learning. 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 where they are 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 Charter School piloted blended learning in schoolwide math classes through an internal grant. Students worked on differentiated math skills lessons and earned badges for successfully demonstrating mastery of skills. Based on this pilot and simultaneous work to integrate technology in English and other courses, the Charter School will continue providing professional development, resources and coaching that integrates google classroom and online components of our adopted Study Sync and Amplify curriculum. The goal is to use technology in ways aligned to our College for Certain and career pathway focus. Students will use these tools to support rigorous classroom instruction. This integrated model creates the opportunity for students' to hone their digital literacy skills while remaining focused on the rigor of the Common Core standards.

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

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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

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~~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 Testing~~

~~All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with any new English Language Development test adopted by California within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.~~

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

~~**Reclassification Procedures**~~

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

~~**I. Aspire's Initial Fluent English Proficient (IFEP) Policy**~~

~~Aspire's students taking the CELDT for the first time will be considered Initial Fluent English Proficient (IFEP) if they meet the following conditions:~~

- ~~a. Students score at least at the Early Advanced level overall without any sub skill area below the Intermediate level~~

~~**II. Aspire's Redesignated Fluent English Proficient (RFEP) Policy**~~

~~Aspire's English Learners will be redesignated if they meet the following conditions:~~

- ~~a. Score at the Early Advanced or Advanced levels overall on the CELDT without any sub test area below the Intermediate level (e.g. Listening and Speaking;~~

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- Reading, and Writing)
- b. ~~Are in January of their 1st grade year or above~~
 - c. ~~Meet the minimum Proficiency Level/Cut Score on **at least one** of the following assessments:~~

²The 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.

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1. Scored at the DRA level just below the grade-level cut off on the DRA (or higher);
2. Scored at the Below Grade level proficiency on the STAR Ren Secondary Reading Diagnostic (or higher); or
3. Scored at the Nearly Met level on the SBAC (or higher).

- d. Teacher recommendation based on classroom evidence of academic performance
- e. Notification of parents of student status and right to be involved in the reclassification process

Aspire's English Learners meeting these conditions will be reclassified as Fluent English Proficient, their records will be updated accordingly, and they will be monitored for two years to ensure they continue to progress.

Strategies for English Learner Instruction and Intervention

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

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

To meet the needs of English learners, Aspire has adopted curricula that are specifically designed to include embedded adaptations for English Learners including Study Syne ELA curriculum and Fountas and Pinnell Leveled Literacy Intervention.

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development.

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(GLAD) training. The newly adopted English Language Development Standards will be mapped to Aspire's Instructional Methods.

Ongoing Assessment of EL Students

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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 benchmark assessments.

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Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR 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 Conferenees, 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

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~~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,~~

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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 services, 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.

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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 Leveled Literacy Intervention.

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

Assessment	Criteria For Additional Intervention
CCSS Assessment— ELA or Math	Nearly Met, Not Met
STAR Reading	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Aspire utilizes the Response to Intervention framework (RTI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RTI process, schools are universal in assessing

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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.

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

SUPPORT FOR ACADEMICALLY HIGH ACHIEVING STUDENTS

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

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

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

Students in grades 9-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities. The Charter School has developed a robust college and career pathway plan. Students in middle school start exploring the four core established pathways: Business, Community Change, STEAM, and Liberal Arts, and reflect on how core academic classes, electives and after-school participation are forming interests and talents. In high school, students make deliberate choices about their high school classes, early college classes and extracurricular activities in order to organize them into a coherent, career-focused theme that prepares the student to strategically choose post-secondary options including college, major, and meaningful career. This plan improves student motivation in high school and college by making the point of getting an education more concrete. It also builds stronger resumes to help students gain entry to competitive programs, colleges, and universities.

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and careers. Most importantly, it supports students and families in making more informed decision about a student's future.

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

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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 30th of the year before services are to commence.

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

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

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

Services and Supports for Students under the IDEA

In accordance with state and federal law, each student eligible under IDEA will be provided a free appropriate education in the least restrictive environment. No student shall be denied admission to The 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.

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

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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 specific requirements 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.

Through analysis of student achievement data within special education as a subgroup, Aspire Bay Area has invested in the increased staffing of Education Specialists across our schools. The focus of the larger teams will be to increase direct support to students and families, monitoring of student progress, collaboration with General Education teachers and integration with RtI processes.

Specialized Academic Instruction and Related Services will be provided to students as determined in their Individual Education Plan. To support inclusive classroom practices, a flexible learning environment called a Learning Center will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. In addition, Education Specialists and support staff collaborate closely with teachers so that they can provide targeted instruction inside of the classroom and in alignment with the general education teacher. In certain classes, Education Specialists provide co-teaching supports to students, providing them with the specially designed supports they need while keeping them in the least restrictive environment. 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.

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.

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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

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~~Learners, or students with disabilities. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:~~

- ~~• Smarter Balanced Assessment Consortium assessments~~
- ~~• CELDT~~
- ~~• STAR Reading Lexile Assessment~~
- ~~• Curriculum-based Benchmark Assessments~~
- ~~• Teacher observation and interview~~

~~The identification process for students who would be eligible for special education services under IDEA begins when students have been accepted through the enrollment lottery and enrolled in The 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 Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education or other services.~~

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:~~

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- ~~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.~~

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- ~~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.

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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

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~~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 IDEA are met, and each child is well served.~~

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~~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 about promising 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.~~

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.~~

~~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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be~~

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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:

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

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

• Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.
The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by The 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](#)
[Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030](#)

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are attached in Appendix VII.

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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.

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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
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended

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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	60	Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses and additional Advisory course work. <i>Courses such as PE, academic literacy, etc. do not satisfy this requirement.</i>
Advisory	20	Students must enroll in and pass advisory <i>every year</i> . Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives.
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.
Total	240	All students must earn a C- or better for credit.

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

HIGH SCHOOL GRADUATION REQUIREMENTS: ADDITIONAL REQUIREMENTS

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

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

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 Chief Academic Officer, but shall not alter the total credit requirements established by the Aspire Board of Directors.

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

- 1. Request shall be initiated by the parent, student or Aspire counselor.
- 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 by April 1.
- 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 Chief Academic Officer and Area Superintendent no later than May 1st.
- 4. The Aspire principal shall develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request.
- 5. The Aspire Chief Academic Officer, Area Superintendent or CEO shall grant or deny the waiver request.

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6. ~~The Aspire student and principal shall be notified of the decision in writing by the Area Superintendent no later than 7 days prior to the anticipated graduation date.~~

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College-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 10th grade year. Families who wish to transfer meet with the academic counselor to determine the student's course requirements and to identify a trajectory for graduation.

A Typical Day

At 8:00AM, you arrive at LWP. You greet the principal who gives you a high five and checks your uniform at the door. You spend the first 20 minutes eating breakfast, reviewing homework or catching up with your friends and teachers in the Family Room, courtyard, or on the Basketball Court.

At 8:20AM, the bell rings and you make your way to Homeroom.

At 8:25AM, Homeroom begins. You walk in the door and begin a silent Do Now. Within minutes, the schoolwide announcements come over the intercom. The announcements are read by one of your peers and talk about the school's values, shout outs, and reminders about upcoming events. During the announcements your teacher checks your HW and your Reading Log from the previous night. After the announcements, your teacher leads the class in celebrations/shout outs and then 5 minutes of mindfulness to help you center yourself for the day.

At 8:45, the teacher transitions the class to Wilson Reads, the Academic Literacy Block. Some students leave the room for leveled literacy instruction but you stay in the room. The first 20 minutes you spend doing Silent Sustained Reading in a book of your choice. You love that you get to pick a book yourself and are happy with the time to dive in.

After reading for 20 minutes, you pull out your MetaCognitive Journal.

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The metacognitive journal is a chance for you to reflect on your reading—to talk about how well you read and to make inferences or predictions from the text. After you have a chance to reflect in writing, you get to share your reflections with a peer. After sharing your reflections, there is a short literacy lesson where the teacher models a think aloud from a text and you have a chance to practice thinking aloud with your seat partner.

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Middle School

At 9:30, the bell rings and you leave your homeroom teacher for the first academic period of the day.

At 9:35, History class starts. In History you are working on your first DBQ (Document Based Questioning) project. This semester, you are focused on evaluating the Fall of Rome—why such a great Empire eventually failed. You are excited to attack a new primary document to learn more context about that time period. You love getting to read texts from that time period instead of simply reading someone else's interpretation of the text. History class happens every other day, tomorrow you'd go to Science class instead. In Science Class you are using the Chromebooks and a program called Amplify to explore Phase Changes. The program includes readings and video demonstrations and asks you to write and synthesize your learning throughout.

From 10:50-11:00 you have a ten minute break to hang out in the courtyard with your friends to rejuvenate. You kick around a soccer ball or play a little basketball to get energy for your next class.

At 11:05, English Class begins. In English Class we are working on our writing skill and stamina. You've spent the last couple of days reading The Song of Wandering Aengus by William Butler Yeats. Today you are writing about how Yeats uses figurative language to tell a compelling story. You know that you will have a chance to submit both a rough and a final draft and look forward to your teacher's feedback.

From 12:20-12:50 is lunch. During lunch you eat with your friends in the Family Room or Courtyard.

At 12:55, Math Class starts. You walk in and start the silent Do Now activity which is a review

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High School

At 9:35, the bell rings and you leave your homeroom teacher for the first academic period of the day.

At 9:40, English class begins. You have English Class every day. Today you are doing a first read of "Lift Every Voice and Sing" by James Weldon Johnson. During the first read you know to use context clues to determine the meaning of difficult vocabulary and reading comprehension strategies to understand the passages of text. You like that you'll get to deep dive into this text for the next three days, instead of switching texts every day.

At 11:05, you break for lunch. You spend lunch in the family room with your friends. A couple of teachers stop by and ask you how your day is going.

At 11:40, you head to Physics Class. You have Physics Class three times a week Monday, Wednesday, and Friday. Today in Physics Class, you are exploring energy. You immediately pick up a Chromebook and open up your project overview. Your group is working on designing, building, and refining a roller coaster with several constraints. You remember that you have a check in with your teacher today so you prepare your evidence of learning while your group constructs.

On the days when you aren't in Biology, you're instead headed to your US History Class. In US History you are exploring the Annexation of the Philippines. The teacher gives you and your group a primary text to explore. You read with your group and try and learn about the causes of the Spanish-American War. You are asked to take the perspective of the American government and discuss the costs and benefits of engaging in the war. You are preparing for a Socratic seminar at the end of the week with

of the previous day's materials and a preview of the lesson to come. During Math Class, there are two co-teachers in the room who offer to help support you throughout the math class. In Math Class you start with a silent Do Now that includes both skills you learned yesterday and previews the skills you'll need in today's lesson. During the Do Now Review you're called to the front of the room to demonstrate your solution. After the Do Now, you review the objective with the class. Today you are learning about Combining Like Terms. The teacher passes out algebra tiles and you and your partner work to problem solve the opening problem. You love the opportunity to figure out the math for yourself instead of simply being told what to do. Over the course of the class, you recognize that each tile represents a different value and only like tiles can be combined. You apply this knowledge during Independent Practice to effectively combine like terms in order to simplify expressions.

At 2:10, you have a 10 minute break with your friends before the final period of the day.

At 2:25, you have your electives block. First, you head to Art for the first 35 minutes. Your art teacher delivers a mini lesson on the use of texture to add dimensions to your artwork. You spend the rest of the class time perfecting a scene of the outdoors that you are creating with pastels. Throughout, the art teacher gives you feedback and suggestions on what you could do to add even more dimension to the environment. After Art, you head to the Basketball Court for P.E. Today's PE Class includes timed laps around the school and an opportunity to play soccer on the basketball court.

At 3:40, the Bell rings and you head to the Beyond the Bell program. You know that your math teacher is having office hours today so you stop their first to ask some lingering questions from today's lesson and get started on the HW.

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your peers where you will discuss the implications of the Spanish American War.

At 1:00, you transition to Geometry. You have Geometry class every day of the week. You start class with a silent Do Now, reviewing the material from the previous day and previewing skills you'll need in today's class. In Geometry class you are learning about rigid transformation on a coordinate plane. The teacher gives you time first to struggle and explore how to reflect shapes using tracing paper. You work with your partner to perform reflections and uncover what is always true about a reflection. You have a discussion with your classmates about the truths you uncovered, then the teacher ups the rigor and asks you what would happen if you reflected over the line $y = x$. He gives your group time to struggle and figure it out, providing feedback if your group seems to be struggling. The last 5 minutes of class are a silent Exit Ticket so he can get a sense of whether or not you mastered the objective.

At 2:25, you get a 10 minute break. You meet your friends on the basketball court and shoot hoops before your last class of the day.

At 2:35, your last class of the day begins. Since it's Monday, you head to Spanish 3, an AP Class. In Spanish class, you are researching customs in Argentina. You are in the middle of applying literacy strategies to articles in Spanish you have collected from your research. Your annotations will help you begin drafting the paper due next week. Spanish Class meets twice a week. On Tuesday/Thursday, you would head to an Early College class on campus called College and Career Counseling. Your instructor from College of Alameda is having you and your classmates practice job interviews based on a career inventory you completed last week.

At 3:55, the Bell rings signaling the end of the day. You know that this is the day of the week that your English teacher is offering office hours

~~You work till 4:30 on your HW, getting help from peers/teachers when needed.~~

~~At 4:30, you head home to finish up any remaining homework, spend time with your family, and get a good night's rest before you come back again for more learning tomorrow!~~

~~so you stop by to get some extra support with your writing task that's due at the End of the Week.~~

~~At 4:30, you head home to finish up any remaining homework, spend time with your family, and get a good night's rest before you come back again for more learning tomorrow!~~

Element 2: Measurable Pupil Outcomes and Element 3: Method of Measuring Pupil Outcomes

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"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP which is attached as Appendix XI. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

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The current LCAP is on file with the District and is also available on our website at aspirepublicschools.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

<u>Collective MPOs for Middle and High Schools</u>	
1. <u>Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.</u>	
<u>MPO</u>	<u>Target (%)</u>
2. <u>Each year, at least 54 percent of students positively rate school safety.</u>	<u>70%</u>
3. <u>Each year, at least 58 percent of students positively rate academic instruction.</u>	<u>70%</u>
4. <u>Each year, at least 48 percent of students positively rate their voice in school decision-making and/or opportunity for feedback.</u>	<u>60%</u>

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<u>5. Each year, at least 90 percent of students are A-G eligible.</u>	<u>100%</u>
<u>6. Each year, at least 90 percent of students attend a two or four year university.</u>	<u>100%</u>

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Assessment

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments (e.g., i-Ready), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition to regionally selected formative and curriculum based assessments, exit slips and analysis of student work. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

Our Aspire-wide assessments (e.g., i-Ready) have been thoughtfully selected from a list of verified data assessments approved by the State Board of Education and provided by the CDE. These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505 , but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students' incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us

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to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it's equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire's broader mission of nurturing our scholars' pride in their abilities, identities, and connection to their community.

<u>Internal Assessments</u>				
<u>Assessment</u>	<u>Required Grades</u>	<u>Purpose</u>	<u>Required Frequency</u>	<u>Description</u>
<u>i-Ready ELA</u>	<u>6-12</u>	<u>Universal Screener & Diagnostic</u>	<u>3x per year</u>	<u>i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.</u> <u>LWP is transitioning from MAP to i-Ready in 24-25 to align school-wide on a universal screener.</u>
<u>iReady Math</u>	<u>6-12</u>	<u>Universal Screener & Diagnostic</u>	<u>3x per year</u>	<u>i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance@</u> <u>LWP is transitioning from MAP to i-Ready in 2024-25 to align school-wide on a universal screener.</u>
<u>Panorama SEL Screener</u>	<u>6-12</u>	<u>Universal screener</u>	<u>2x per year</u>	<u>The Panorama SEL is a universal screener used twice a year to determine school-wide needs, subgroup trends, and identify opportunities for targeted and intensive</u>

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				support.
Smarter Balanced Interim Assessments ("IAB")	6-8, 11	Universal Screener	2x per year	Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments ("ICAs"). They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.

State required Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
SBAC CAA	6-8,11	Summative (state required)	1x per year	<p>SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for math.</p> <p>The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement</p>

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				standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators
<u>California Science Test</u> <u>CAA Science</u>	<u>8, 11</u>	<u>Summative (state required)</u>	<u>1x per year</u>	<p><u>CAST is the state science assessment intended to assess the Next Generation Science Standards . Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years</u></p> <p><u>The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.</u></p>
<u>Initial ELPAC</u> <u>Alt ELPAC</u>	<u>6-12 (new students)</u>	<u>Universal Screener (state required)</u>	<u>1x only</u>	<u>Initial ELPAC is the state assessment for identifying ELL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program</u>
<u>Summative ELPAC</u> <u>Alt ELPAC</u>	<u>6 -12</u>	<u>Summative (state required)</u>	<u>1x per year</u>	<u>Summative ELPAC is the state assessment for all MLL students and is aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the ELPI for the CA School Dashboard and for</u>

				<u>federal accountability.</u>
<u>PFT</u>	<u>7.9</u>	<u>Summative (state required)</u>	<u>1x per year</u>	<u>The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a level of fitness that offer a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card ("SARC").</u>

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 internal dashboards
- 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 California Assessment of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the Physical Fitness test will be administered and used to inform The Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire uses many in-house assessments which inform daily instruction. Aspire utilizes 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
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progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: CAASPP, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

External Reporting

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

Element 2

In accordance with SB 1290, The Charter School 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.

The Charter School'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:"

Measured and Recorded on an Annual Basis

Measurable Pupil Outcomes	Instrument	Target	2012-2013	2013-2014	2014-2015
Annual Basis: 95% Student Attendance	P1, P2, Annual	95% Attendance Rate	P1=98%, P2=97.78% Annual=97.23%	P1=97.85% P2=97.83 Annual=96.91	P1=97.50 P2=94.1 Annual=95.8%
Semester Basis: 90% of students meet UCA-G requirements by graduation	Course load	90% of students meet A-G requirements	100%	Semester 1= 9th=90% 10th=63% 11th=67% 12th=71%	Semester 1 = 9th=69% 10th=53% 11th=70% 12th=84%
Annual Basis: Increase the number of students that will graduate within 5 years	Graduation rate	95% of students will graduate within 5 years	98%	93%	93%

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Annual Basis- State target for API growth	API	State Target Every Year	API of 828	API of 807	N/A
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Annual Basis: Increase proficiency levels on CST- ELA	Percent P/A on CST	State Target	CST ELA Results, 2012-13 6th=41% 7th=51% 8th=47% 9th=64% 10th=51% 11th=72%	N/A	N/A
Annual Basis: Increase proficiency levels on CST- Math	Percent P/A on CST	State Target	CST Math Results, 2012-13 6th=53% 7th=79% Alg=34% Alg2=25% Geometry=27% Summ Math=39%	N/A	N/A
Annual Basis: Increase proficiency levels on CST- Science	Percent P/A on CST	State Target	CST Science Results, 2012-13 8th=77% Life Science 10th=90% Biology=83% Chemistry=26% Physics=92%	N/A	N/A
Annual Basis: Increase proficiency levels on CST- Social Science	Percent P/A on CST	State Target	CST Social Science, Results 2012-13 8th-grade History=41% World History=56% US History=74%	N/A	N/A
Annual Basis: 95% of all 10th graders will pass CAHSEE	CAHSEE Pass Rate	95% of students pass CAHSEE	2012-13 Results ELA=93% Math=98%	2013-14 Results ELA=89% Math=90%	2014-2015 Results ELA=82% Math=85%
Annual Basis: 90% of students who take an AP exam will receive a score of 3 or above	Advanced Placement test scores	90% of students who take an AP exam will receive a score of 3 or above	AP Spanish= 34/38=90% AP English=2/19=11% AP Calculus=1/18=6% Total=37/75=50%	60% pass rate	91% pass rate
Annual Basis: 90% of students who take a post- secondary level class online or in a community college will pass	EOY	90% passing rate for post- secondary courses	90% pass rate	92% of total classes passed	94% of total classes passed
Annual Basis: Students engage in co/extra- curricular activities	Participation in co/extra- curricular activities rate	100% of students participate in at least one extra- curricular activity	2012-13 Data Middle school=60% High School=100% Whole school=82%	100%	100%

Annual Basis- 95% of families and students are satisfied	Annual surveys	95% of parents and students are satisfied	88% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey	96% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey	94% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey
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1	Measurable Pupil Outcome	Lionel Wilson
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 <u>3%</u> percent or achieve a level of <u>45%</u> percent.*		2015-2016: 36% of students scored level 3 or level 4.
Amount 1:	Amount 2:	
3%	45%	
3	Measurable Pupil Outcome	Lionel Wilson
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 <u>3%</u> percent or achieve a level of <u>33%</u> percent.*		2015-2016: 24% of students score level 3 or level 4.
Amount 1:	Amount 2:	
3%	33%	

2	Measurable Pupil Outcome		Lionel-Wilson
By the end of the charter term, for each statistically significant student subgroup,** increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.*			
Native American Asian or Alaska Native	Amount 1:	Amount 2:	
Asian	Amount 1:	Amount 2:	
Pacific Islander	Amount 1:	Amount 2:	
Filipino	Amount 1:	Amount 2:	
Hispanic or Latino	Amount 1: 2%	Amount 2: 43%	2015-2016: 36% of Hispanic or Latino scored level 3 or level 4.
African American	Amount 1:	Amount 2:	
White	Amount 1:	Amount 2:	
Two or More Races	Amount 1:	Amount 2:	
English Learners	Amount 1: 2%	Amount 2: 15%	2015-2016: 4% of English Learners scored level 3 or level 4.
Students in Foster Care	Amount 1:	Amount 2:	
Low-Income Students	Amount 1: 3%	Amount 2: 43%	2015-2016: 37% of low income students scored level 3 or level 4.
Special Education	Amount 1:	Amount 2:	

4	Measurable Pupil Outcome		Lionel-Wilson
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 _____ percent or achieve a level of _____ percent.*			
Native American Asian or Alaska Native	Amount 1:	Amount 2:	
Asian	Amount 1:	Amount 2:	
Pacific Islander	Amount 1:	Amount 2:	
Filipino	Amount 1:	Amount 2:	

Hispanic or Latino	Amount 1: 3%	Amount 2: 32%	2015-2016: 24% of Hispanic or Latino scored level 3 or level 4.
African American	Amount 1:	Amount 2:	
White	Amount 1:	Amount 2:	
Two or More Races	Amount 1:	Amount 2:	
English Learners	Amount 1: 2%	Amount 2: 10%	2015-2016: 4% of English Learners scored level 3 or level 4.
Students in Foster Care	Amount 1:	Amount 2:	
Low-Income Students	Amount 1: 3%	Amount 2: 32%	2015-2016: 24% of low-income students scored level 3 or level 4.
Special Education	Amount 1:	Amount 2:	

5	Measurable Pupil Outcome	Lionel Wilson
	Each year, students will take an SBAC-aligned performance task in ELA and Math and performance will increase +10% over baseline	
	SBAC-aligned performance task in ELA and Math	
7	Measurable Pupil Outcome	Lionel Wilson
	Each year, <u>50</u> percent of ELs will improve one overall proficiency level on CELDT.	
	Amount 1: 50%	2015-2016: 36% of ELs made annual growth
8	Measurable Pupil Outcome	Lionel Wilson
	Each year, have less than <u>3%</u> percent of students absent more than 10% of the school days (chronic absence).	
	Amount 1: 3%	2015-2016: 9%
10	Measurable Pupil Outcome	Lionel Wilson
	Each year, achieve a High School cohort graduation rate of at least <u>90%</u> .	

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Amount 1: 90%		2014-2015: 100% 2015-2016: Data pending until Spring 2017 when it will be published.	
12	Measurable Pupil Outcome	Lionel Wilson	
Each year, <u>80%</u> percent of 10th graders will pass the CAHSEE.			
Amount 1: 80%		2015-2016: No longer using CAHSEE	
14	Measurable Pupil Outcome	Lionel Wilson	
Each year, <u>50%</u> percent of 10th graders will achieve proficiency on the CAHSEE.			
Amount 1: 50%		2015-2016: No longer using CAHSEE	
16	Measurable Pupil Outcome	Lionel Wilson	
Each year, at least <u>85%</u> percent of students and families positively rate school safety.			
Amount 1: 85%	Student Survey Question: I feel safe at this school	Family Survey Question: The school provides a safe environment for my child	2015-2016: No longer using CAHSEE
17	Measurable Pupil Outcome	Lionel Wilson	
Each year, at least <u>90%</u> percent of students and families positively rate academic instruction.			
Amount 1: 90%	Student Survey Question: The methods we use to learn new things in the class are helpful to me	Family Survey Question: My child is getting a good education at this school	2015-2016: 84% of students and families positively rate academic instruction
18	Measurable Pupil Outcome	Lionel Wilson	
Each year, at least <u>75%</u> percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.			
Amount 1: 75%	Student Survey Question: My voice is heard and valued at my school	Family Survey Question: I am encouraged to share my opinion and	2015-2016: 85% of students and families feel staff is available to listen, based on *Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas." *Family: "Teachers at the school

		feedback in the school decision process
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~~are available to parents and willing to listen."~~

~~Upcoming survey will incorporate new MPQ survey questions.~~

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6	Measurable Pupil Outcome	Lionel Wilson	
Each year, for each statistically significant student group,** _____ percent of students will increase _____ on the _____ Writing Snapshot _____ or achieve proficiency.			
Native American-Asian or- Alaska Native	Amount 1:	Amount 2:	
Asian	Amount 1:	Amount 2:	
Pacific Islander	Amount 1:	Amount 2:	
Filipino	Amount 1:	Amount 2:	
Hispanic or Latino	Amount 1: 80%	Amount 2: 10%	73% grew a proficiency yea between 14-15 and 15-16
African-American	Amount 1:	Amount 2:	
White	Amount 1:	Amount 2:	
Two or More Races	Amount 1:	Amount 2:	
English Learners	Amount 1: 80%	Amount 2: 10%	86% grew a proficiency yea between 14-15 and 15-16
Students in Foster Care	Amount 1:	Amount 2:	
Low-Income Students	Amount 1: 80%	Amount 2: 10%	73% grew a proficiency yea between 14-15 and 15-16
Special Education	Amount 1:	Amount 2:	

9	Measurable Pupil Outcome	Lionel Wilson	
Each year, for each statistically significant student group,** have less than _____ percent of students absent more than 10% of the school days (chronic absence).			
Native American-Asian or- Alaska Native	Amount 1:		

Asian	Amount 1:	
Pacific Islander	Amount 1:	
Filipino	Amount 1:	
Hispanic or Latino	Amount 1: 2.9%	2015-2016: 9%
African American	Amount 1:	
White	Amount 1:	
Two or More Races	Amount 1:	
English Learners	Amount 1: 1%	2015-2016: 9%
Students in Foster Care	Amount 1:	
Low Income Students	Amount 1: 3%	2015-2016: 9%
Special Education	Amount 1:	

11	Measurable Pupil Outcome	Lionel Wilson
	Each year, for each statistically significant student group, ** achieve a High School cohort graduation rate of at least _____.	
	Native American Asian or Alaska Native	Amount 1:
	Asian	Amount 1:
	Pacific Islander	Amount 1:
	Filipino	Amount 1:

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Hispanic or Latino	Amount 1: 90%	2015-2016: Data pending until Spring 2017 when it will be published.
African American	Amount 1:	
White	Amount 1:	
Two or More Races	Amount 1:	
English Learners	Amount 1: 95%	2015-2016: Data pending until Spring 2017 when it will be published.
Students in Foster Care	Amount 1:	
Low Income Students	Amount 1: 90%	2015-2016: Data pending until Spring 2017 when it will be published.
Special Education	Amount 1:	

13	Measurable Pupil Outcome	Lionel Wilson
Each year, for each statistically significant student group,* _____ percent of 10 th graders will pass the CAHSEE.		2015-2016: No longer using the CAHSEE
Native American Asian or Alaska Native	Amount 1:	
Asian	Amount 1:	
Pacific Islander	Amount 1:	
Filipino	Amount 1:	
Hispanic or Latino	Amount 1: 80%	
African American	Amount 1:	

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White	Amount 1:
Two or More Races	Amount 1:
English Learners	Amount 1: 80%
Students in Foster Care	Amount 1:
Low-Income Students	Amount 1: 80%
Special Education	Amount 1:

15	Measurable Pupil Outcome	Lionel Wilson
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Each year, for each statistically significant student group,**
 _____ percent of 10th-graders will achieve proficiency on the
 CAHSEE.

Native American or Alaska Native	Amount 1:
Asian	Amount 1:
Pacific Islander	Amount 1:
Filipino	Amount 1:
Hispanic or Latino	Amount 1: 55%
African American	Amount 1:
White	Amount 1:
Two or More Races	Amount 1:
English Learners	Amount 1: 10%

2015-2016: No longer using the CAHSEE

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Students in Foster Care	Amount 1:
Low Income Students	Amount 1: 55%
Special Education	Amount 1:

~~By July 1, 2017, and annually thereafter: The Charter School 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~~

~~Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire~~

~~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~~

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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.†

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

Element 3

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, The Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

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

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

Aspire's academic program is CCSS based and data driven. The Common Core State Standards, Next Generation Science Standards and Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire-

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multiple sources of data form the basis of the Charter School's teachings. Performance assessments will be evaluated

⁴Based 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.

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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 California Assessment of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the 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 CCSS 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

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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~~

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an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

Reading Assessment

In secondary (grades 6–12), 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 Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The papers include both computation, a problem solving section, constructed response and performance tasks. The computation is scored with Illuminate software. The performance tasks is scored with Aspire teachers. A task analysis is done of every paper, so that teachers can identify misconceptions and the 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.

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Element 4: Governance

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code
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section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may

meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to an audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Non-Profit Public Benefit Corporation

The Charter School is a directly funded independent charter school operated by Aspire Public Schools, a California nonprofit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporations law.

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

Attached, as Appendix XII, please find Aspire Public Schools' Articles of Incorporation, Bylaws in Appendix XIII, and Conflict of Interest Code found in Appendix XIV. Proof of Aspire's tax exempt status is attached in Appendix XV. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq.* as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors

The Charter School will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The number of directors on the Board shall be not less than three (3) or more than eleven (11). The Aspire Board of Directors currently consists of seven (7) regular members. Directors shall be elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board shall participate in ethics training, as required by law.

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 process.

1. Nominations are open, and may be submitted by completing the Nomination Form.
2. Candidate names and bios shared with the Governance Committee.
3. Governance Committee considers alignment with Aspire identified board composition goals established by the Board, and selects prospects for initial conversations.
4. CEO and/or Board Chair and/or Governance Committee Chair will have an initial vetting conversation with potential candidates to assess candidate alignment with Aspire values using Board Candidate Questions. Feedback provided to the Governance Committee.
5. Candidates with mutual interest should be sent a packet by Aspire staff that includes:
 - a. Board member job description
 - b. Annual board meeting schedule
 - c. Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
 - d. Aspire overview
 - e. Organization chart
6. The CEO has a conversation with the candidate to discuss strategic Aspire issues. Feedback shared with the Governance Committee.
7. Additional conversations with the Governance Committee and other members of the Board as needed using Board Candidate Questions.

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8. Board Chair and/or Governance Committee Chair informs Diversity, Equity, and Inclusion Council (DEIC) of candidate name and reason for interest in candidate.
9. 1-2 members of DEIC have call candidates using Board Candidate Questions and provide feedback to the Board Chair and/or Governance Committee.
10. Executive Director, Aspire Foundation provides an opportunity for the candidate to visit an Aspire school in their region.
11. The Governance Committee makes recommendations to the full Board.
12. Board votes on nominations.
13. Preferably, a newly appointed Board member’s term begins at the full board meeting after the candidate accepts membership.

All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). 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 and virtually are permitted and utilized in accordance with the Brown Act.

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, racial, ethnic and gender diversity are very important factors.

Following are the names and relevant qualifications of the Aspire Public Schools Board of Directors.

Beth Hunkapiller, Board Chair: Beth Hunkapiller is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. She is a 19-year member of the San Carlos School District Board of Trustees. Mrs. Hunkapiller is a founder of the San Carlos Charter Learning Center, the first school to receive a charter in California. She served ten years on the California Advisory Commission on Charter Schools and was its chair in the final two years. Mrs. Hunkapiller was the Director of the Charter Schools Division at the California Department of Education. Currently, she is a member of the board of Ensemble Learning. Mrs. Hunkapiller graduated from Oklahoma Baptist University with degrees in English and political science and received her master’s from the University of Southern California.

Anthony Barkett: Anthony Barkett, a native of Stockton, graduated from St. Mary’s High School and UCLA with a degree in political science and economics. He received his Juris Doctorate from McGeorge School of Law and was admitted to practice law in California. He is a managing member of several LLCs investing in real estate, agriculture, and alternative energy, with projects located throughout California.

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Arizona, and Hawaii. He has long been active in local agencies including twenty years as a Board member of the Downtown Stockton Alliance. He is currently a Port Commissioner at the Port of Stockton, as well as Board President of Ready to Work, a 501(c)3 devoted to helping homeless and previously incarcerated men achieve self-sufficiency through work and job training.

Ay'Anna Moody: Ay'Anna Moody is a proud 2nd Generation Oakland Native, currently serving as the Senior Director of Social Impact for the Golden State Warriors. Prior to her role with the Warriors, Ay'Anna held impactful positions, including Director of College Access for the Oakland Promise and Coordinator of College Access for the Oakland Unified School.

During her tenure, Ay'Anna spearheaded initiatives that significantly increased FAFSA/Dream Act Application completion rates to 85% and raised the high school graduation rate to 70%, marking the highest graduation rate in decades within OUSD. She also secured a \$1M grant from JP Morgan & Chase to implement financial capability programs in Oakland schools in 2020.

Ay'Anna's dedication, strategic thinking, and commitment to equity have left an indelible mark on the Oakland Promise and OUSD. An alumna of Aspire Public Schools, she earned her B.A. in African American Studies and Political Science from UCLA and continued her academic journey with an M.A. in Education Policy and Social Analysis from Columbia University.

Beyond her professional endeavors, Ay'Anna is deeply engaged in community organizations. She serves as the 1st Vice President of the Oakland NAACP and a Board Member for Spark SE, the San Francisco Unified School District's 510(c)(3) arm.

Lorea Martinez: Dr. Lorea Martínez is the award-winning founder of HEART in Mind Consulting, a company dedicated to helping schools and organizations integrate Social Emotional Learning (SEL) in their practices to remove barriers to learning. She has worked with schools, districts, and organizations to guide SEL implementation efforts, including training teachers and leadership teams, and provided guidance to educational technology and media companies to help them integrate SEL in their products.

An educator who has worked with children and adults internationally, Dr. Martínez is a faculty member at Columbia University Teachers College, educating aspiring principals in Emotional Intelligence. She has conducted extensive research in the SEL field, focusing on SEL implementation, principals' Emotional Intelligence, teacher preparation, and school climate. She frequently blogs about how to incorporate SEL in teaching practices, leadership, and parenting.

She received her Doctor of Philosophy, magna cum laude, in Quality and Innovation in Education from Universitat Autònoma de Barcelona. In 2014, she was awarded the American Education Research Association Graduate Student Award for Excellence in SEL Research from the SEL Special Interest Group.

Dr. Martínez started her career as a special education teacher and administrator, including becoming the first Program Specialist for Aspire's Bay Area schools, followed by four years as a senior analyst on Aspire's data and assessment team from 2009-2013. A native of the Costa Brava in Spain, she currently lives in the San Francisco Bay Area with her husband and two daughters.

Christina Christopher: Christina Christopher, a proud parent of four and grandparent of five, is a fierce advocate for children and families in our education system. She is the CEO of Bold Enterprises LLC, the Education Director of the National Action Network (a Civil Rights organization under the leadership of Reverend Al Sharpton), the Trustee on the Board of Directors at Aspire Public Schools, and a community liaison for the Executive Order on White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans. For the past 4 years, she has been a practitioner of the Stanford University Hoover Education Success Initiative Practitioners Council, which is under the leadership of former Secretary of State Condoleezza Rice. Ms. Christopher formerly served as Director of Policy and Legislation with the National Parents Union, as Statewide Community Organizer for the California Policy Center, and as local NAACP Education Chair.

With an academic background in Political Science and Business Administration, a track record of advocacy on civil rights issues, and a deep understanding of grassroots community organizing, Christina empowers families to advocate for learning justice. She elevates authentic family voices through articles and podcasts and now dedicates her life to training families in attacking persistent racial disparities in education. In her roles, she works alongside families and local leaders in underserved and vulnerable communities, zealously advocating for quality schools.

Veleta Savannah: In addition to serving on our Board, Veleta Savannah is Vice President of Finance and Human Resources at CodePath.org, an organization that is reprogramming higher education to create the most diverse generation of engineers, chief technology officers, and founders. She brings a wealth of expertise leading financial, operational, and compliance teams in both public and private sectors, including serving as controller at Aspire from 2010-2013. In alignment with her personal mission to serve as a voice for the underserved and to support financial literacy in marginalized communities, Veleta also serves as a board member with 1st United Credit Union and Girls Garage. Veleta is a former Aspire parent, whose daughter – now pursuing a degree at NYU – attended Aspire Triumph Technology Academy.

Carol J. Ornelas: Carol J. Ornelas is a visionary and advocate for providing quality “affordable housing” for families within the Central Valley – Fresno, San Joaquin, Sacramento, and Stanislaus. For the past 40 years, she has been the Chief Executive Officer for Visionary Home Builders of California, Inc. (VHB), a non-profit residential development company headquartered in Stockton, California.

Carol Ornelas serves with distinction as the first female developer in the Central Valley and is highly recognized as a national leader in the non-profit housing development community. Her strength is in building and creating partnerships within the communities she serves and collaborating with City, State, and National officials to provide quality “affordable housing.” Under Carol’s direct leadership, VHB has built and rehabilitated more than 1,500 units of rental housing and more than 1000 residential homes for first time homebuyers in the Central Valley of California. She has been able to bring over \$850 million in grants and private dollars to develop affordable housing in the San Joaquin Valley.

In addition, the VHB Homeownership and Rental Center was established in 1999 to provide educational opportunities to community residents seeking guidance on purchasing a home, with special emphasis on financial responsibility, understanding mortgage and lending, as well as general education for

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sustaining a healthy home and lifestyle. The Homeownership and Rental Center has also assisted thousands of families through the foreclosure and loan modification process.

In 2010, Carol was one of 49 leaders nationwide selected to participate in the NeighborWorks® Achieving Excellence in Community.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board meeting minutes and bylaws on the Charter School’s public website.

The Board of Directors is responsible for establishing broad policies that affect all Aspire charter schools, including the Charter School. 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, potentially controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire’s work.

The Board is also responsible for supervising Aspire’s Chief Executive Officer (CEO) and monitoring the programmatic, operational and financial health of all Aspire charter schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

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

For Aspire board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any members of the public who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the Board of Directors sets and approves its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via

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teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Given current student enrollment across the Aspire network, Board meetings are physically held at the Central Valley Regional Office of Aspire Public Schools, currently 4202 Coronado Avenue, Stockton, CA 95204 and are subject to change pursuant to the terms above. Regular Board meetings are typically held 6 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, et seq., as set forth in Education Code Section 47604.1. Board members may abstain from a vote.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all Charter School-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act requirements. The Executive and Compensation Committee meetings are broadcasted in the same way as the full Board meetings.

The Executive and Compensation Committee's responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance and audit reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admission policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;

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11. Review and approval of Local Control and Accountability Plans for each individual Aspire charter school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings

Aspire Public Schools Leadership

Chief Executive Officer (“CEO”) – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Chief Financial Officer (“CFO”) – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

Chief Operating Officer (“COO”) – The COO is responsible for overseeing Aspire’s Operations, Facilities, Data & Assessment, Student Services and Technology teams.

Chief of Staff (“COS”) - The COS is responsible for supporting the entire leadership team to make its collective time, planning, communication, and decision making more efficient and impactful.

VP, Program Supports - The VP, Program Supports is responsible for overseeing areas of compliance in support of Aspire’s educational program, such as special education, Expanded Learning, Multi-Language Learners, and Post-Secondary Success.

Regional Executive Director – This role is responsible for the overall performance of the schools in their region. The Regional Executive Director also provides coaching and mentoring support to the principals that they manage.

Principal – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

Aspire Public Schools Board Committees

Finance Committee- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization’s bond covenants

Executive and Compensation Committee - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:

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- Act with delegated limited approval authority of the Board (defined below) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

Audit Committee - assists the Board in the Board’s oversight of the quality and integrity of Aspire’s accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools’ governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession
- Assess the effectiveness of board, directors and committees
- Identify opportunities for the Board to keep abreast of

Parent Advisory Committee

Aspire encourages all educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the school. In order to achieve this important end, the Charter School shares local control with a Parent Advisory Committee (“PAC”).

The PAC can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective committees are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. The PAC is an important part of our Charter School’s accountability to the students, families and community. The PAC is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School’s Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The PAC is comprised of the principal, staff representatives, students (for sites that serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the Charter School, the Principal plays a vital role in the success of the PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful

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agenda creation, essential resources and training, collaboration on educational partner priorities and concerns, and guidance for the overall implementation and success of the group.

Educational partner involvement is critical to the success of the PAC . Any parent or guardian of an enrolled student is allowed to participate on the Parent Advisory Committee. Public participation is also valued. Meetings are promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members also complete a survey assessing their perceptions of the committee, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, each school’s website contains the following information in both Spanish and English:

- Timely notices of school committee meetings that involve parents.
- Meetings held/interpreted in Spanish and English.
- Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
- Short summaries of issues, ideas, and decisions of school committees
- At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The PAC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are NOT the scope of the PAC :

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Personnel recommendations and decisions

English Learner Advisory Committee

The role of the English Learner Advisory Committee (“ELAC”) is to advise the Principal and Parent Advisory Committee on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School’s needs assessment and efforts to make parents aware of the importance of regular school attendance.

Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the

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Principal and other community meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the Principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place every year, in the Fall. The term of office is two years. If there are vacancies, the Charter School may conduct elections at any time, or refer to the ELAC by-laws as to how to fill the vacancies.

In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in any language that 15% or more families indicate is the home language. Additionally, the printout of the ParentSquare message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

Parental Involvement in Governance

In order to encourage and support educational partner involvement, each Aspire charter school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English and any other language that a family requests.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the charter school.
4. Short summaries of issues, ideas, and decisions of school committees

5. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

As the leader of the Charter School, the Principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Student Involvement in Governance

Our Student Government Association (“SGA”) is an A-G credit-bearing course where our elected student body works closely with the Principal and leadership teams to inform policy, provide input in programming, and plan school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. The SGA regularly invites OUSD Board members and other influential community members to our Charter School to observe our academic programs. The SGA provides regular feedback on our instructional programming, too. For instance, the SGA provided input on their pathway-aligned exhibition projects to have a voice in their education. Multiple SGA representatives attend our quarterly School Site Council meetings to help monitor and provide input on the LCAP.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

If the Charter School serves grades 7 through 12, the Charter School will also include at least one student member on its Parent Advisory Council to help monitor and provide input on the LCAP.

Additional Opportunities for Family Involvement

- Exhibition panels – Families may sit on panels to judge student work twice a year.
- School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.

- Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
- Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.
- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form, which can both be found in Appendix XVI. 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 XVII. Element 4

~~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.~~

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~~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).~~

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, the Public Schools Accountability Act of 1999, 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.

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

The Board 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.

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

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

- Step 1:** Solicit nominations and compile names
- Step 2:** Initial meeting with nominating Board member
- Step 3:** Nominator reports back to the Board
- Step 4:** Prospective member meets with CEO, other Board members and staff
- Step 5:** Visit schools and attend Board meeting(s)
- Step 6:** Final meeting with CEO or nominator

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed six years. 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.

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

NOTIFICATION TO THE DISTRICT
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~~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~~

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~~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.~~

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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.~~

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

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~~

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~~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/NCLB AND CREDENTIALING REQUIREMENTS

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~~Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) 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.~~

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~~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.~~

GENERAL PROVISIONS

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

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

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

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

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

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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.

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

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

FAMILY AND COMMUNITY INVOLVEMENT

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with an Advisory School Council ("ASC"), sometimes referred to as the Parent Ambassador Committee, which consists of family and school representatives. The representatives are made up of 10-15 parent volunteers, representing all grades. The Committee meets quarterly with the Principal and selected school staff to discuss school needs, policies, and how they can help with fundraising and upcoming school events. The Committee has the power to make recommendations about issues related to the Charter School and participates in reviewing family and community concerns. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASC focuses on the individual school's needs.

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.~~

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~~2. Exhibition panels—Families may sit on panels to judge student work.~~

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- ~~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.

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Element 5: Employee Qualifications

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

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

Overview

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire shall be nonsectarian in its employment practices and all other operations. The Charter School

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shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or any of the characteristics listed in Education Code Section 220 or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital department, along with the Director of Employee Services, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Sections 47605(l)(1) and 47605.4(a). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.
- Leading a large, mission driven organization with inspiration and vision
- Developing a long-term organizational strategy and investing a broad group of stakeholders in its execution
- Cultivating and nurturing authentic relationships with team members across and throughout the organization
- Applying an equity lens across all programs and functions with the goal of transforming organizational culture and practices
- Setting an aspirational example of personal character and fortitude for every staff member, and inspiring and effectively managing staff to achieve extraordinary results

- Ensuring that an organization has a viable, long term financial plan and a diversified and sustainable funding base
- Engaging a Board of Directors to address key issues facing the organization, and keeping the Board apprised of the general running of the enterprise on a regular basis
- Articulating the case for change and translating it to actionable plans

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others
- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making
- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution
- Can attract, develop and inspire great teams

Required educational level:

- Bachelor's Degree/ CPA and/or MBA preferred

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Required experience:

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

Chief Operating Officer

The Chief Operating Officer will drive the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversee the Operations, Technology and Data Analysis teams. This person will work cross-functionally and collaboratively to share, create buy-in and implement their vision and strategy. A strong candidate for this position will have excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

Required knowledge, skills, and abilities:

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Experience in managing and improving operational areas, such as technology and data and data analysis
- Excellent communication, interpersonal and meeting facilitation skills
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Proven ability to successfully manage, evaluate and coach others
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes.
- Strong analytical skills to research complex problems and recommend strategic and cost-effective solutions
- Proven ability and success at using data to draw insights and make decisions
- Willingness to “get your hands dirty” and understanding that no task is too big or too small
- Ability to work in a fast-paced, dynamic environment
- Commitment to Aspire’s mission

Required educational level:

- Bachelor’s degree required

Required experience:

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- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments
- Experience in K-12 public education, highly preferred

Chief of Staff

The Chief of Staff to the Chief Executive Officer leads the development and communications teams for the organization, in addition to providing support for the CEO and management team. This individual works with the management team to shape the strategy and nature of the activities for the development and communications teams, then ensuring execution of that work. Management team is supported by this individual through management of their team meetings. The Chief of Staff works to ensure that the CEO's time is being spent on the highest priority organizational issues, and leverages the CEO's effectiveness by leveraging their time. This is an opportunity for someone who is passionate about academic achievement for all children and has both strategic and operational experience in growing organizations and/or education.

Required knowledge, skills, and abilities:

- Experience and comfort around discussion of race and equity consciousness
- Openness to feedback, strong self reflection skills
- Excellent interpersonal skills and ability to work effectively with teammates at all levels.
- Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.
- Excellent organization, time management and follow-up skills; ability to successfully handle multiple projects concurrently and work independently.
- Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.
- Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.
- Positive, can-do attitude, customer service oriented, professional.
- Comfort with a fast-paced work environment within a complex organizational structure.
- Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.
- Demonstrated history of successful project management and delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Proficiency with other organizational and communication tools such as Google Drive, Powerpoint, etc.
- Experience managing multiple points of view, coordinating across many groups of people.

Required educational level:

- Bachelor's
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- Masters of Business Administration or equivalent experience highly preferred

Required experience:

- 5+ years of strategic, consultative problem solving either in a consulting firm or within an organization.
- Demonstrated history of successful project delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Experience managing multiple points of view, coordinating across many groups of people.
- Experience or strong interest in public K-12 schools and educational reform.

Executive Director

Reporting directly to the CEO, the Executive Director, has overall responsibility for the performance of all their region and schools in the areas of strategic leadership; academic and programmatic excellence; diversity, equity, and inclusion; authorizer and community partnerships; talent development, and operational and fiscal health.

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;
- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships within the region, with the Home Office, and across the organization at large;
- Cultivating a cohesive, values-aligned regional team (inclusive of principals) that demonstrates strong team culture, communication, and role clarity;
- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong authorizer and County relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.
- Org-wide and Regional Leadership
- Academic and Programmatic Excellence
- Diversity, Equity, and Inclusion
- Community Partnerships
- Operational and Fiscal Health

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.

- Demonstrated success as an instructional leader, including professional development of teachers and principals, in public charter or district schools serving primarily BIPOC scholars.
- Demonstrated command of the intricacies of school operations and planning.
- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.
- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.
- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

Education & Certifications

- BA required, Master’s degree and above preferred
- CA Teaching or Admin Credential preferred

Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

Regional Sr. Director of Culturally Responsive Leadership Development

The Regional Sr. Director of Culturally Responsive Leadership Development is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school) and Bay Area regional team roles. The Sr. Director’s role is to build the
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capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will provide support to the Regional Leaders in the areas of, culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).
- Leads robust practice of Instructional Rounds and Learning Walks across schools with school leaders, school-site teammates and other members of the regional team
- Leads and collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Participates on the Aspire-wide Principal Supervisor team
- Oversees leader development, supervision, and progress monitoring systems to ensure calibration across all principal supervisors
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework (“TLF”) and Aspire Student Learning Framework (“ASLF”).
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

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- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Regional Sr. Director of New Teacher Development and Secondary Programming

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The Sr. Director of New Teacher Development and Secondary Programming is responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and/or high school) and Bay Area regional team roles that oversee region-wide school programming. The Sr. Director's role is to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will lead Regional Leaders in the areas of culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation. Programmatically, the Sr. Director of New Teacher Development and Secondary Programming is also responsible for professional learning for all new teachers that augments school-site support. The role will design, plan, coordinate, and facilitate new teacher development throughout the school year. Additionally, the Sr. Director will also design, plan, and facilitate greater coherence of high school programming in alignment to A-G guidelines, Aspire graduation requirements, and secondary-centric problems of practice.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).
- Collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Collaborates with the Sr. Director of Instructional Programming to support the regional instructional team to design, strategically plan, goal set, and progress monitor the region-wide instructional program.
- Participates on the Aspire-wide Instructional Leadership team with the Sr. Director of Instructional Programming
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, new teachers, etc)
- Designs and manages professional learning for all new teachers that augments school-site support.
- Designs, plans, coordinates, and facilitates new teacher development throughout the school year.
- Collaborates with Sr. Directors and academic program managers to ensure new teacher and secondary professional development meets the needs of the region.

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- Designs, plans, and facilitates greater coherence of high school programming in alignment to A-G guidelines, Aspire graduation requirements, and secondary-centric problems of practice.
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Oversees A-G programming, equity-based grading, and credit recovery
- Collaborates with the Regional Manager of Extended Learning to augment summer school for high school grades
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development by leveraging the TLF and ASLF.
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones,

especially in regards to discussions about race and educational equity

- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Sr. Director of Instructional Programming

The Sr. Director of Instructional Programming is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school) and Bay Area regional team roles that oversee region-wide instructional programming. The Sr. Director's role is to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will lead Regional Leaders in the areas of culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation. Programmatically, the Sr. Director of Instructional Programming is also responsible for the region-wide instructional program, which includes all content specific areas, grade-levels, and social emotional learning. The role will design, plan, and facilitate regional instructional leadership PD throughout the school year.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).
- Collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Design and deliver robust professional development with academic program managers to ensure aligned, meaningfully integrated social-emotional learning for school leaders, school
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leadership teams and teachers.

- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Lead the regional instructional team to design, strategically plan, goal set, and progress monitor the region-wide instructional program.
- Participates on the Aspire-wide Instructional Leadership team with the Sr. Director of New Teacher Development and Secondary Programming
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development by leveraging the TLF and ASLF.
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.

- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Regional Director Special Education

Under the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.

- Knowledge of Aspire’s SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

1) Minimum educational level:

- CA Education Specialist Credential and CLAD certification required OR CA Related Service Provider Credential/License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc)
- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

2) Experience required:

- 3-5 years’ experience with special education program leadership and charter experience

Regional Director of Student Services (“RDSS”)

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board (“SARB”), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of

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Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively

Educational Level:

- Master's Degree in Education, Counseling, Social Work or related discipline

Required experience:

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

Regional Director of Operations and Family Partnerships

The Director of Operations and Family Partnerships is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight while also leading family partnerships for Aspire Public Schools. This support could include leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Director of Operations and Family Partnerships is responsible for leading regional family partnership strategies, community engagement initiatives and relationship building efforts with key stakeholders across the region. The Director of Operations and Family Partnerships will work closely with the Executive Director to lead and implement strategic action plans that deepen partnerships with schools, families, community partners and other key stakeholders.

The Director of Operations and Family Partnerships performs related duties as required or assigned under the general direction of Regional Leadership.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education

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- 3+ years of school or district operational system leadership experience

Principal Qualifications

The Charter School’s Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. A biography of the Charter School’s Principal is attached in Appendix XVIII. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Educational Level:

- Bachelor’s degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred
- NCLB Highly Qualified preferred

Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

Assistant Principal

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

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Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

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

Required experience:

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

Dean of Instruction

The Dean of Instruction assists the site Principal in developing a healthy school community and culture under the principals of "College for Certain". This role is primarily focused on assisting the Charter School in developing and refining the academic program provided to students. Deans of Instruction focus their energies on staff professional development and support, aligning educational offerings to match student needs and evaluating the success of the academic program. Due to the integrative nature of schooling, this position may also be part of leadership teams that examine issues pertaining to school culture, compliance and a wide variety of tasks at the discretion of the principal. The Dean of Instruction may be involved more with teacher coaching or have a more student facing role, depending on the needs of the school.

Required knowledge, skills, and abilities:

- Experience with instructional leadership, including demonstrated knowledge of curriculum, training design, assessment, culture building and developing along with leading teachers.
- 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.

- Ability to provide excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.
- Knowledge of business and management principles in leadership techniques, resource allocation, coordination of resources and people.
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data.
- Possess skill set to select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Educational Level:

- Bachelor’s Degree;
- Masters or Ph.D. in Education preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+years teaching and/or administrative experience, preferred

Dean of Students

The Dean of Students is responsible for supporting the principal in building a culture that fosters respect and is driven by the principles of “College for Certain.” This valuable role integrates strong models of relationship development, collaborative learning, conflict resolution skills, and establishes a culture of restorative practices through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills, and abilities:

- Knowledge of business and management principles and processes involving; program development, planning, resource allocation and coordination of people and resources
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team and in stressful environments
- Ability to provide excellent communication and present information and ideas so that others will understand
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods
- Knowledge of applicable laws, Education code, regulations that govern educational practices.

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- Ability to collect, analyze and interpret data

Educational level:

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid credential preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+ years teaching and/or administrative experience, preferred

Business Manager Qualifications

The Business Manager is responsible for overall non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors.

- Strong organizational, time management and multitasking skills
- Strong interpersonal and communication skills
- Experience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Minimum educational level:

- B.A. Degree preferred or equivalent work experience

Experience required:

- 6 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented
- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, per Education Code 47605(l)(1) - Teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the commission on Teacher Credentialing in the same manner as a school district. And per Assembly Bill 1505 - Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Teacher Hiring

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

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

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- Principal: Chairs the hiring committee and makes all final decisions on hiring for the Charter School.
- Business/Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.
- Teachers: Actively participate in evaluating candidates through interview and demonstration lesson observation.
- Parents: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the Charter School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

- Proven ability to provide timely and meaningful financial analysis in a dynamic, high-growth work environment
- Strong organizational and administrative skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines
- Proficiency in use of computer technology and the internet, including MS Word and Excel
- Demonstrated ability to work well as part of a team and to facilitate teamwork to complete complex projects
- Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders including parents, teachers and community partners
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve own performance
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Knowledge of adult learning theory and experience training adults highly desired

Minimum educational level:

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- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- A minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

After School Educator

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Required Experience

- Experience working with children or youth in a school or community-based setting

Mental Health Therapist (Special Ed)

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.

- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Educational level & Licensure:

- Master’s Degree in Counseling, Social Work, School Psychology or related discipline
- Registered Associate with BBS (AMFT, ASW, and/or APCC)
- PPS credential - highly preferred

Mental Health Therapist 1 (Gen Ed)

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Minimum educational level:

- Bachelor’s Degree required
- Master’s Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC)

Highly desirable qualifications:

- PPS credential or eligibility for PPS credential
- Bilingual - Spanish

Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

Required knowledge, skills, and abilities:

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- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Ability to excel as a member of a team and implement new learnings from professional development
- Ability to work with an ethnically and economically diverse student body
- Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

Educational level and licensures:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- Bachelor's Degree required; Master's Degree preferred

Experience

- 2+ years working with students which special needs in an educational setting required

School Psychologist

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Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Educational level and licensures:

- Bachelor's degree
- Master's in education preferred
- Pupil Personnel Services Credential in School Psychology

Experience required:

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Instructional Aide, SPED Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required

- 1+ year working with students in special education with moderate / severe needs or students from urban communities in an educational setting

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Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required:

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

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to support their development and growth as a new teacher. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom.

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 ASLF. Originally based on The New Teacher Project's ("Tntp") 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 Student Learning Framework is attached in Appendix XIX. **Element 5**

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital department, along with the Chief People Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in nonecore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in The Charter School shall meet the educational goals as outlined in this charter.

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

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- Strong community building skills
- Entrepreneurial passion

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- Demonstrated P&L responsibility
- Computer and Internet search skills

Required educational level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- ESEA 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

BUSINESS MANAGER QUALIFICATIONS

The Business Managers are responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The Business 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

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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.

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- ~~*Business 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~~

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demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.

- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction. Teachers also receive ongoing PD that takes place weekly on minimum days. Weekly PDs are based on the specific needs of the Charter School. The topics are determined by the principal with input from the lead teachers. They may be led by the principal, a lead teacher, an outside expert, or an instructional coach.

During the summer, Aspire hosts two weeks of institutes and professional development that may include a 1-week institute on curriculum, instruction and assessment and 5 days of site professional development.

In addition, Aspire conducts several school-year workshops in specific areas. The Charter School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Charter School's and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson Framework for Teaching.⁵ The Aspire Instructional Rubric (AIR) is attached in Appendix XV.

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

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Element 6: Health and Safety

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

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Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its

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employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into LWP's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. LWP shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of LWP.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

LWP will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education’s model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable

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- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

LWP shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. LWP shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV") and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

Aspire and the Charter School is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and

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safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Facility Safety

LWP 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. LWP 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. LWP shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LWP is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LWP shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at LWP (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with LWP's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant

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to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGTBQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students. ~~Element 6~~

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.~~

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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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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).

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.

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. The Charter School's safety plan is attached in Appendix XVI.

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.

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.

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

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~~People Officer, shall monitor compliance with this policy. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.~~

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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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).

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.

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.

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.

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.

IMMUNIZATIONS

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

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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 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

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.

GUN-FREE SCHOOLS ACT

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

ASBESTOS

The Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency
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Response Act (AHERA), 40CFR

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~~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.~~

~~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.~~

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

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Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

The Charter School will strive to ensure that the students population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. The Charter School 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 to achieve a racially and ethnically diverse student population, including students who receive SPED services and/or English Language Learners. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds
- Engaging in outreach efforts and making presentation via community organizations, neighborhood groups, youth organizations, churches and other local organizations
- Advertising opening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed
- Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students
- Hosting open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to to enhance our programming
- Engage affinity groups in the outreach and recruitment efforts, including canvassing, open house event and student orientation events
- All outreach and recruitment materials are available in English and Spanish

LWP is committed to ensuring that all students and families feel welcome and a sense of belonging to our school community.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance

Our goal is to diversify our applicant pool, to be one that is reflective of multiple backgrounds, including

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students who receive SPED services and/or English learners.

LWP believes in a diverse student body and will work to ensure students from diverse backgrounds and academic needs have access to our academic program. The Charter School will conduct an annual diversity needs assessment, which will include a data collection to identify student's race/ethnicity, socioeconomic status, students with disabilities, and English learners. Key stakeholders will be engaged in this process, including school-site personnel, regional leaders, students and community members. Additional data will be collected through focus groups, affinity groups, surveys, and community-wide dialogue. The team will analyze the data collected and identify needs and opportunities to strengthen programming and outreach efforts.

LWP created action steps within our school's strategic plan to maintain diverse student populations, specifically Black scholars, students with learning exceptionalities, English Learner pupils, newcomers, and redesignated fluent English proficient pupils. Our Black student enrollment doubled from last year to this year because we prioritized building connections with our Black families. Through focused parent meetings and events, LWP's community outreach manager and leadership team have cultivated stronger relationships with our existing Black families. Next year, every Black scholar will be matched with a mentor to create a more vital bridge to our school community. As a network, one of the region's priorities is pro-Black programming, which includes culturally responsive instruction, cultural celebrations, guest speakers, and workshops that promote Black history, culture, and achievements. LWP has a dedicated Pro-Black coordinator who participates in a monthly community of practice. They collaborate with other coordinators to develop policies and strategies to maintain and increase Black scholars at Aspire. Not only does LWP want to recruit more Black families, but LWP wants them to feel seen, heard, and valued at our school.

LWP's Multilingual Learner (MLL) Coordinator launched the Language Lab to better support English Learner pupils, redesignated fluent English proficient pupils, and newcomers. Our newcomer population has doubled in size from last year to this year. LWP instituted newcomer programming during advisory class to support newcomers in developing as multilingual learners more quickly, as they need more targeted English instruction. LWP's MLL coordinator and staff also regularly hold professional development meetings with staff to share best practices for adding accommodations for MLLs (i.e., ELs, RFEP, and newcomers). LWP's community outreach manager has coordinated many community events at our school so prospective families can learn more about our programming and have input in supporting our MLLs. For instance, we partnered with the California Association of Bilingual Education to build on our families' advocacy capacity to bring more robust MLL programming during the monthly Family Action Council meetings and the quarterly English Learner Advisory Committee meetings. LWP's general education teachers also receive MLL coaching in addition to their weekly coaching sessions. LWP's MLL coordinator and coach expands teachers' repertoire to include strategies to build bridges between our MLLs, their families, and our school community. LWP's staff can access the Language Line, a translation service, to keep in touch with MLL families who speak a primary language other than English. Given our efforts to make our school an inclusive environment for our MLLs, LWP continues to see exceptional English Language Progress as measured by the CA Dashboard.

LWP is dedicated to retaining students with learning exceptionalities. LWP implemented a co-teaching
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inclusion model during the 2023-2024 school year. LWP recognizes that students with learning exceptionalities learn best alongside their peers in general education classrooms. LWP is committed to facilitating individualized education plans (IEPs) for parent advocacy and creating personalized incentive plans. These plans are designed to provide tailored support to students with learning exceptionalities, helping them meet their academic and IEP goals. LWP continues to welcome all students with various exceptionalities. Overall, LWP is committed to designing for the margins to maintain enrollment of Black scholars, MLLs, and students with learning exceptionalities.

Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

<u>Objective</u>	<u>Metric</u>	<u>Completion Date</u>
<u>Data Analysis: Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year</u>	<u>Collect data and organize for review</u>	<u>By the first month of the school year</u>
<u>Research: Research the latest available data on ethnic, SPED and EL diversity for the District</u>	<u>Collection of this data and create a comparison table</u>	<u>By November 1st of each school year</u>
<u>Enrollment Plan: Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds</u>	<u>Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and stakeholder participation</u> <u>Stakeholder engagement: 2-3 affinity focus groups held, affinity group surveys distributed</u> <u>Marketing plan and budget secured</u>	<u>By November 1st of each school year</u>
<u>Marketing Materials: Ensure all marketing and outreach materials</u>	<u>All marketing materials and written communications are</u>	<u>By November 15th of each school year</u>

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<u>(i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish</u>	<u>translated and a translator is secured for all all open house information sessions</u> <u>Enrollment information on organization's website is updated and translated</u>	
<u>Advertisement and Marketing: Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.</u>	<u>Advertise in at least 2-3 media sources</u>	<u>By January 15th of each school year</u>
<u>Progress Monitoring: Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.</u>	<u>Collect and analyze application data including available ethnic information halfway through the open enrollment period</u>	<u>By January 15th of each school year</u>
<u>Community Outreach: Conduct community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.</u>	<u>At least 3 community canvassing events held during the open enrollment period and participate in 2-3 community events</u>	<u>By February 15th of each school year</u>
<u>Engage with Prospective Families: Host open house information sessions for prospective families to learn more about the school.</u>	<u>At least 3 open house information sessions held during the open enrollment period</u>	<u>By February 15th of each school year</u>
<u>Student Registration and Orientation: Support incoming families with registration process and host orientation event to share key school information with new families to support their transition</u>	<u>Regularly scheduled registration office hours for new families and host an orientation event</u>	<u>By May 30th of each school year</u>
<u>Enrollment Data Analysis: Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment</u>	<u>Collect and analyze incoming student registration data including available ethnic, SPED and EL status</u>	<u>By May 30th of each school year</u>

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)(C).)

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

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~~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.~~

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Element 8: Admissions Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]."
– Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of

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the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

Non-Discrimination

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

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students currently enrolled at an Aspire School (Intra-Aspire Transfer)
2. Children of Aspire Regular, Full-time employees
3. Siblings of students already admitted to the Charter School
4. Children of founding families of the Charter School (if applicable)
5. Children residing within the District
6. All other students in the state of California

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School’s application process is comprised of the following steps:

1. Currently enrolled Charter School students are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization’s website at <https://aspirepublicschools.org/enroll/> and information on the enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization’s website at <https://aspirepublicschools.org/enroll/>. Families do not need to attend the lottery in order to secure enrollment.

The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire

lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The enrollment system software is programmed with the admission preferences. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference.

5. An Aspire designee will be in attendance at the lottery, which is open to the public.
6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Business Manager by phone, email, and/or mail and asked to register within the designated timeline for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity will be able to see their place on the waitlist via their enrollment system account or by inquiring with the school office. This wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.
7. Upon confirmation that a student has secured a spot at the Charter School, parents must submit a completed Registration Packet by the specified timeframe. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's office staff will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire Public Schools typically utilizes the following application, public random drawing, and admission

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schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter time frame.

<u>November - February</u>	<u>Open Enrollment: November- February</u> <u>Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.</u>
<u>January</u>	<u>Re-enrollment Forms for Current Students: January</u> <u>Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.</u>
<u>Early March</u>	<u>Admission Lottery: March</u> <u>Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.</u>
<u>Late March - June</u>	<u>Student Registration: March- June</u> <u>Students admitted to the school complete their registration forms. New student orientation events are held to support families with the registration process.</u>

Element 8

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.

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

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~~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~~

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~~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.~~

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~~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 at an Aspire School (Intra Aspire transfer)~~
- ~~• Children of Aspire Regular, Full time employees~~
- ~~• Siblings of students already admitted to the Charter School~~
- ~~• Children of founding families of the Charter School (if applicable)~~
- ~~• Children residing within the District~~
- ~~• All other students who reside in the state of California~~

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~~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.~~

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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

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~~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.~~

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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.

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Element 9: Independent Financial Audits

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request. Element 9

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

- ~~September 1 – Final Unaudited Financial Report for Prior Year~~
- ~~December 1 – Final Audited Financial Report for Prior Year~~
- ~~December 1 – First Interim Financial Report for Current Year~~
- ~~March 1 – Second Interim Financial Report for Current Year~~
- ~~June 15 – Preliminary Budget for Subsequent Year~~

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

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

FINANCIAL STATEMENTS

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

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

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

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

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(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

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As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered 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. Below are our general guidelines for tiered supports that we offer our schools:

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Tier I: Universal offerings that focus on Positive Behavior Intervention systems (“PBIS”).

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

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

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

Social-Emotional Learning (“SEL”)

Our approach to Social and Emotional Learning is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional program and beyond.

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

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies, the Charter School utilizes a variety of interventions and school-specific policies.

Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- School and/or community service
- Detention
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)

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- Behavior Daily Reports
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community building circles

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

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

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

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, and other staff around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
 - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
 - Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:

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- o [Professional Development topic pages, supports resources around discipline and behavior interventions](#)
- o [Family resource referrals for outside agencies and supports](#)

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

- [Most common behavior incidents by type](#)
- [Suspension rates for students](#)
- [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 a 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 RDSS’s role is to routinely analyze non-academic data such as behavior incidents, suspension data, attendance data and other indicators and bring trends \(positive and negative\) to the attention of the admin team at the school site and the Executive Director.](#)

Suspension and Expulsion Policy

[The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.](#)

[Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.](#)

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians⁵⁰ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office, room 136.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However,

⁵⁰The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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suspension does not mean any of the following: (Education Code Section 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code Section 48925)

Notice of Regulations

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and involuntary removal. (Education Code Sections 35291, 48900.1, 48980)

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

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p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of

their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude,

semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug

Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of

a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised

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during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian[1], at the conference. As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or

at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that

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the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Administrative Actions

All requests for student suspension are to be processed by the Executive Director, Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director, Principal or designee. This is accomplished by entering this information into Aspire's electronic student information system. (Education Code Section 48911)

Suspension Appeals Process

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A student or the student's parents or guardians may appeal a suspension imposed upon a student for their school-related offenses. The family may appeal first in writing at the Charter School level as directed to the Principal. The Principal or Principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the Executive Director designee, Regional Director of Student Services ("RDSS"), for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within Charter School guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board, including the requirement to issue a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code Sections 48918(a)(2) and 48918(d))

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days
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after the Executive Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code Section 48918(a)(1))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a)(3))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 schooldays, as defined in Education Code Section 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code Section 48918(a)(3))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code Section 48918(a)(3))

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Aspire's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Executive Director, Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) days prior to the hearing. (Education Code Section 48918.1)

If the student facing expulsion is a homeless student, the Executive Director, Principal or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least ten (10) days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which

- may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the

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hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public (complying with all student confidentiality rules unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code Section 48918(c)(1))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code Section 48918(c)(2))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director, Principal or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code Section 48918(i)(1))

Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code Section 48918(i)(2))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration. (Education Code Section 48918(i)(3))

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. Expulsion Decision

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director, Principal or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code Section 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code Section 48918(f))

The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Board of Directors may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's

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previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code Section 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code Section 48917)
3. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code Section 48917)
4. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

K. Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code Section 48902)

The Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts

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involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

L. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public session. (Education Code 48918(j))

The Board's decision is the final act within the jurisdiction of Aspire Public Schools.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)

M. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific

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expellable offense committed by the student.

N. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

O. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

P. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Q. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

R. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director, Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's, Principal's, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Prior to the date set by the Board for the student's readmission:

1. The student or parent/guardian is responsible for contacting the Executive Director, Principal or designee to request a readmission hearing. Upon receiving such a request, the Executive Director, Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director, Principal or designee shall verify that the provisions of this plan have been met. Charter School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Executive Director, Principal or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Executive Director, Principal or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
4. Readmission and placement shall be at the discretion of the Executive Director, Principal or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code Section 48916)
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code Section 48916)
7. Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director, Principal or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director, Principal or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code Section 48645.5)

S. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

T. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director, Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available

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to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 10

The procedures by which pupils can be suspended or expelled. (Ed. Code § 47605(b)(5)(D).)

~~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 facilitate placement of expelled students by communicating with OUSD as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.~~

~~Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be~~

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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.

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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.

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In addition to Aspire's overarching discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school specific policies. This includes a consequence ladder and specifically delineated alternatives to suspension (see below):

Charter School Consequence Ladder	Alternatives to Suspension
1. Verbal Warning (s)	• Parent Conference
2. Reflection Zone (Minutes, Reflection Prompt, etc.)	• Friday Detention
3. Buddy Teacher	• Saturday Service Day
4. After School Conference & Call Home	• Adult Student Relationship Building through specifically planned activities (Ex. Hiking)
5. Referral	• Behavior Daily's
	• Counseling
	• Peer Mediations
	• In-School Alternatives
	• Restorative Practices
	• Logical Consequences

The Charter School's counseling team also works with parents and students to connect them with 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 Student Services Manager (RSSM) specifically assigned to our Bay Area schools. The RSSM'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 around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention

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- Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.

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- Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and Use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Clinical supervision for counselors working towards licensure
 - Coordination of crisis response protocols and regional response teams
- Provides monthly consultation time with principals 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 RSSM works to keep abreast of OUSD recommendations and requirements around student support and communicate with our schools around that information
 - The RSSM is currently working 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.

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:

— Most common behavior incidents by type

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- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

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Part of the RSSM'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.

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Additionally, the Bay Area RSSM works as part of a larger team within Aspire to increase the knowledge base and collaboration among different staff stakeholders such as principals, 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 student support coordinators in other regions, regional special education 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.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

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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).

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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.~~
- e) ~~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.~~

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- ~~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,~~

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~~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, 266e, 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.~~

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~~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~~

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~~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 49900 (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 (c) 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).~~

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~~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.~~

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~~(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 will 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(e) 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~~
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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.

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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 Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

Expulsion

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

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

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- 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 recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the
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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.

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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 Offenses

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact.

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

• Mandatory Recommendation for Expulsion

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~~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~~

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while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact:

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

Permissive 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 Consideration of Expulsion of Students with Disabilities

1. Notification of District of Residence

Aspire Public Schools shall 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.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the

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behavior violation so that it does not recur.

3. Procedural Safeguards/Manifestation Determination

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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 members of the Manifestation Determination Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If this determination is made, the team shall:

- a) Conduct a functional behavioral assessment or a, and implement a behavioral intervention plan for the child, provided that the Aspire school had not conducted such assessment prior to the change in placement
- b) If a behavioral intervention plan has previously been developed,
 - i. review the behavioral intervention plan;
 - ii. and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the IEP Team agrees to a change of placement as part of the modification of the behavioral intervention plan; including an interim alternative educational setting.

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

4. Due Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire

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~~manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.~~

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five (45) day time~~

~~period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.~~

~~5. Special Circumstances~~

~~Aspire Public School administrators, the CEO or designee (Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.~~

~~The CEO or designee (Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:~~

- ~~a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;~~
- ~~b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or~~
- ~~e. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.~~

~~6. Interim Alternative Educational Setting~~

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

~~7. Procedures for Students Not Yet Eligible for Special Education Services~~

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

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

- ~~a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Aspire school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.~~

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- ~~b) The parent has requested an evaluation of the child.~~
- ~~e) 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.~~

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~~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 IDEA/ADA eligible children with disabilities, including the right to stay put.~~

~~If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. Aspire Public Schools shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Aspire Public Schools pending the results of the evaluation.~~

~~Aspire Public Schools shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.~~

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Element 11: Employee Retirement Systems

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

Eligible (Certificated) employees at LWP shall participate in the CA State Teachers' Retirement System without Social Security; Eligible (Classified) employees will participate in the CA Public Employees' Retirement System with Social Security, depending upon each individual's eligibility. The Payroll/Retirement and Human Resources Departments at Aspire shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 11

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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).)

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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.

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Element 12: Pupil Attendance Alternatives

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

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

No student may be required to attend the Charter School.

Element 12

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~~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~~

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~~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.~~

Element 13: Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

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

No individual may be required to work for the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 13

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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.

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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).)

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Element 14: Dispute Resolution

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"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

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

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

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

To Aspire Lionel Wilson College Preparatory Academy, c/o Principal:
Aspire Lionel Wilson College Preparatory Academy
400 105th Avenue
Oakland, CA 94603

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.**Element 14**

~~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.~~

~~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,~~
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~~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.~~

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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.

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Element 15: Closure Procedures

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

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

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3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the

end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of

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Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the

disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - A. Name and contact of person(s) handling the liquidation;
 - B. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - C. An identification number that corresponds to a tag on that item;
 - D. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030.

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.

Element 15

~~Aspire Public Schools is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Aspire Public Schools shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.~~

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

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

~~(1) Any controversy or claim arising out of or relating to the charter 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(e), 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~~

~~Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire~~

delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by

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~~faesimile, 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 Lionel Wilson College
Preparatory Academy 400 105th Ave.
Oakland, CA 94603~~

~~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 faesimile, 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 faesimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.~~

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

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

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The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves The Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including

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a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”

The Charter School shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the The Charter School 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, The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.

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Additional Provisions

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cash flow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
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Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Included in the Renewal Financial Packet found in Appendix II, please find the following documents: Multi- Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow and Budget Narrative.

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These documents are based upon the best data available to the petitioners at this time.

Insurance

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The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. A copy of Aspire's Evidence of Insurance is attached in Appendix XXI.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either, in-house, through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

LWP currently operates within the geographic boundaries of the District. The Charter School is located at 400 105th Ave, Oakland, CA 94603. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

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The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

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

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

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

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

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

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2025 and expiring on June 30, 2030.

Material Revisions and Amendments

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

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Element 16

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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.

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.

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

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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.

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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

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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:

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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.~~

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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.

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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.

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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

Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition 2025-2030 Aspire

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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

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~~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).~~

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- e. ~~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 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization~~

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~~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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.~~

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Charter-Related Issues

Term of Charter Petition

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

~~—California Education Code Section 47607(a)(1)~~

The Charter School's renewed charter shall begin on July 1, 2017 and will expire on June 30, 2022.

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.

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District Impact Statement

~~The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The 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 400 105th Ave., Oakland, California.

~~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, renewal petition, or request for material revision, 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~~

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~~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~~

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~~agreement being considered by the OUSD Board of Education with the renewal 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 of the charter petition, the approval of the renewal 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 of the charter petition. 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~~

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agree to an alternative arrangement in the use agreement.

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~~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~~
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~~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~~

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~~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~~

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facilities compliance and provide such documentation to the OCS upon request.

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~~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 Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the 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, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. 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

~~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.~~

~~The District may charge for the actual costs of supervisorial oversight of The Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if The Charter School is able to obtain substantially rent free facilities from the District.~~

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Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

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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(e), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by The Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including 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.~~

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

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

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

~~The Charter School is subject to District oversight.~~

~~The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal~~

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condition of The Charter School.

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~~The District is authorized to revoke this charter for, among other reasons, the failure of The Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.~~

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

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

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

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

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~~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,~~

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Charter School's enrollment process,

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*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-hour 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).)

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Appendix

- I. Performance Report
- II. Verified Data
- III. Financial Packet
- IV. Board Resolution Approving Submission of Charter Renewal Petition
- V. Comparison School Group Calculations
- VI. 6th-8th grade CAASPP Met/Exceeded Calculations for Span Schools
- VII. SELPA Agreement
- VIII. Sample School Calendar
- IX. Sample Bell Schedule
- X. Aspire EL Master Plan
- XI. LCAP
- XII. APS Articles of Incorporation
- XIII. APS Board Bylaws
- XIV. APS Conflict of Interest
- XV. APS Proof of Tax-Exempt Status
- XVI. Uniform Complaint Procedure
- XVII. Discrimination and Harassment Policy
- XVIII. Principal Biography
- XIX. Aspire Student Learning Framework
- XX. APS Student Family Handbook
- XXI. Evidence of Insurance
- XXII. Fiscal Control Policy

- APPENDIX**
- OUSD Performance Report**
- Surrounding Schools Study**
- Sample School Bell Schedule**

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Sample School Calendar

Aspire's Secondary Assessment Calendar

Aspire's EL Master Plan

Aspire's 504 Procedures

Proof of LEA SELPA Membership

Board of Directors Biographies

Proof of Tax-Exempt Status

Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code

Uniform Complaint Procedures

Discrimination and Harassment Policy

Principal Biography

Aspire Instructional Rubric

Sample School Site Safety Plan

Evidence of Insurance

School Financials

Leadership Team Biographies

Fiscal Control Policies

Student Family Handbook

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Appendix I: Performance Report

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Charter Renewal Performance Report



Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

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• **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

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94607
510.879.167

www.ousd.org/officeofcharterschools

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Open Responses

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<p>1. Instruction</p>	<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.</p>	<p><u>Aspire LWP fosters a collaborative environment where data- and evidence-based practices are at the heart of our decision- making. We kick off the year with our State of LWP PD session, a collective effort where we delve into a comprehensive set of data from budget, climate, culture, survey, and academic performance. This ecological approach to data analysis informs our strategies, setting goals and ensuring accountability. Our teachers, in their weekly PLCs, and our staff, in our quarterly data stepbacks, are actively involved in this process. As a part of the larger Aspire community, we share our results with all stakeholders, ensuring transparency and collective responsibility in monitoring our school goals and progress aligned with our school-wide strategic plan.</u></p> <p><u>In addition, we have maintained and expanded our Professional Learning Communities (PLCs) to all departments. PLCs continue to be an integral part of the LWP continuous improvement plan. Teachers have weekly common prep time to collaborate, plan, develop formative assessments, look at student work, share instructional strategies, design cross-curricular exhibition projects, and conduct instructional rounds.</u></p> <p><u>Since distance learning due to the COVID-19 pandemic, the PLC Model has improved the following areas of our instructional practices:</u></p> <ol style="list-style-type: none"> <u>1. Advanced teacher learning</u> <u>2. Addressed content-specific issues</u> <u>3. Fostered collegiality</u> <u>4. Reduced teacher isolation</u> <u>5. Lead teachers to more significant insights into teaching and learning</u> <p><u>At LWP, we have maintained our Instructional Leadership Team (ILT), which includes the principal, assistant principal, deans, math lead, humanities lead, special education lead, science and engineering lead, and a college and career lead. Along with grade-level leads, this structure ensures that every aspect of our educational system is well-organized and everyone is part of a supportive network of adult learners keenly focused on accelerating student learning and outcomes. We couple our adult learning experiences with our coaching model.</u></p> <p><u>Since SY 21-22, every teacher has been matched with an instructional coach. Here is our coaching philosophy: Adult learning is integral to the academic success and well-being of the LWP scholars. All LWP staff members have a coach, including the Lead Learners. We value maintaining a growth mindset, and we believe that all adults, regardless of their role at LWP, can improve their practice and student learning outcomes through a coaching</u></p>
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partnership.

Here are our coaching beliefs:

Everyone is coachable and can be developed to their full potential.

We continuously strengthen our instruction and tier 1 practices to accelerate learning for all learners. We evaluate to grow our professional expertise to disrupt racial inequities.

We transform as educators through coaching, feedback, and humility. We publicly praise and privately correct.

We are tough on the project, not on people.

We set clear goals using the Aspire Student Learning Framework and monitor our progress toward achievement.

Most teachers meet with their coach weekly, and our ILT conducts weekly observations using the Aspire Student Learning Framework (ASLF). This tool is designed to develop our teachers' explicit teaching skills more quickly, thereby maximizing student learning outcomes. We are more instructional for novice teachers, whereas we use an inquiry-coaching approach for more

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<p><u>2. Areas of Success</u></p>	<p><u>Describe any unique areas of success beyond traditional academic measures.</u></p>	<p><u>Aspire Lionel Wilson College Preparatory Academy, a testament to our collective commitment to excellence, has been recognized by U.S. News & World Report as one of the Top 100 High Schools in California and among the Top 20 High Schools in the Bay Area for the 2023-2024 school year. These selective rankings, published annually, consider a blend of metrics, including students' college readiness, availability of college-level curriculum, graduation rates, and proficiency test results in determining rankings.</u></p> <p><u>Aspire Lionel Wilson Prep, home to 412 scholars in grades 6–12, proudly stands at #92 out of 2,613 California public high schools and #19 out of 245 Bay Area public high schools, a feat we all share in.</u></p> <p><u>We have secured the California Community Schools Partnership Program grant, a significant achievement that will greatly enhance our academic support and community partnerships in our efforts to become a community-based school. We also secured the Golden State Pathways Program (GSPP) grant on the heels of receiving the K12 Strong Workforce Program (SWP) grant. These grants, coupled with our Oakland City Measure N/H funds, will sustain and expand our work-based learning programming for our high school students, including job shadowing, internships, and career exploration, a testament to our commitment to their future.</u></p> <p><u>Our College and Career Readiness (CCR) Team's dedicated efforts have yielded remarkable results this year. The successful launch of our CCR Center has contributed to a 100% graduation rate and ensured that 97% of our seniors were A-G eligible. The CCR Team's strategic partnership with San Francisco State University has provided 34 of our seniors with the opportunity for onsite admissions. Most notably, our seniors have seen a significant increase in scholarships, a direct result of the CCR Team's commitment to matching students with suitable opportunities.</u></p>
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3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)?
Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?

LWP strives 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. We monitor the racial and ethnic balance among our students annually and engage in various strategies, including monitoring and revising our student outreach plan to achieve a racially and ethnically diverse student population, including students with special needs and English Language Learners. These strategies will include:

1. Our enrollment process is designed to be inclusive, allowing for a broad recruitment and application process. We actively encourage engagement from multiple stakeholders. This approach ensures that all voices are heard and considered, contributing to the diversity of our student population.
2. We engage in outreach efforts and making presentations via community organizations, neighborhood groups, youth organizations, churches, and other local organizations.
3. We advertise openings through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed, to ensure that every diverse population feels seen and heard in our recruitment efforts.
4. We conduct community canvassing for opportunities to inform our community about our school program and support for all students.
5. We host open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs
6. We develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming.
7. We engage affinity groups in the outreach and recruitment efforts, including canvassing, open house events, and student orientation events.
8. All outreach and recruitment materials are available in English and Spanish.

At LWP, we are dedicated to creating a welcoming and inclusive school community. We understand the importance of every student and family feeling a sense of belonging. To this end, we provide comprehensive support, including academic and emotional support, to ensure that all students thrive in our diverse environment.

We created action steps within our school's strategic plan to enroll diverse student populations, specifically Black, unhoused scholars, and newcomers. We actively recruit scholars from diverse backgrounds to ensure our student body reflects the Sobrante Park and district population better. Our Black student enrollment doubled from last year to this year because we prioritized building connections with our Black families. Our community outreach manager and our leadership team have cultivated stronger relationships with our existing Black families through focused parent meetings and events. Next year, every Black scholar will be matched with a mentor to create a more vital bridge to our school community. As a network, one of our priorities is pro-Black programming, which includes cultural celebrations, guest speakers, and workshops that promote Black history, culture, and achievements. Not only do we want to recruit more Black families, we want them to feel seen, heard, and valued at our school. To that end, we continue to hire Black staff to allow our Black scholars to see themselves in their teachers and created a Diversity Equity Inclusion and Anti-Racism policy to protect our scholars from harm. Our newcomer population has doubled in size from last year to this year. We instituted our newcomer programming to support our newcomers in developing as multilingual learners more quickly. Our community outreach manager has coordinated many community events at our school so prospective families can learn more about our programming.

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<p>4. Student Engagement</p>	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p><u>Our Student Government Association (SGA) is an A-G credit-bearing course where our elected student body works closely with the principal to inform policy, provide input in programming, and support school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. They regularly invite OUSD Board members and other influential community members to our school to observe our academic programs. In addition, our scholars requested expanded opportunities for work-based learning experiences. To that end, our College and Career Readiness Center, a beacon of hope for our scholars' future, was launched to address our scholars' recommendations. Our scholars provide regular feedback on their learning, too. For instance, scholars are invited to give input on their pathway-aligned exhibition projections multiple times throughout the year to have a voice in their education. In addition, our scholars proposed and voted, along with staff and families, on the values that they wanted to adopt.</u></p>
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5. Family engagement

How do families voice concerns?

Are there opportunities for all families to be involved in decision-making and the governance of the school?

What is an example of a change you have made to the school based on family feedback?

Our families have a multitude of accessible channels to voice their concerns. They can easily contact our teachers by calling or emailing them with academic and behavioral questions. Our Student Wellness Team (SWT) is always ready to support our families, filtering concerns and providing assistance, especially when a restorative conversation needs to happen between scholars.

Moreover, our families can simply call the office and file a concern, at which point our office staff promptly directs our families' concerns to the appropriate department or staff. If the matter cannot be resolved at the school site, parents can escalate their concerns to the regional level by filing a concern form. This final step empowers our families, ensuring that their concerns are always taken seriously and addressed appropriately.

At LWP, we value the active involvement of parents in the school's decision-making process. The School Site Council (SSC) and English Learner Advisory Committee are governing bodies that allow parents to play a crucial role. The SSC, primarily composed of parents and guardians of students, also includes student representatives from our Student Government Association and staff members. Elections are held annually to encourage transparency because this group strongly influences the LCAP. The SSC's primary purpose is to review, evaluate, and provide input on school goals, strategies, and Title I expenditures. This is all reflected in the site's LCAP. The purpose of ELAC is to advise the principal, school staff, and SSC on programs and services for English learners (ELs). The ELAC helps bring parents' perspectives on EL student achievement and services. We also hold monthly Family Action Council meetings and Coffee with the Principal to elicit community input and feedback.

A shining testament to the impact of parental input from our SSC and ELAC meetings was using our Oakland Measure G1 funds expenditures. Our families consistently urged us to expand our arts programming for our scholars, a suggestion we sincerely appreciated. As a result, we enhanced our arts programs, providing our scholars with more opportunities for creative expression and growth. For instance, we added a digital media course and partnered with Get Empowered to offer music and dance programming. This demonstrates how family and student input can shape and improve our school's programs and services.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work twice a year.
2. School and staff evaluations—Families complete a yearly survey evaluating the strengths and weaknesses they identify with the Charter School's programming.
3. Student-led conferences – Students lead conferences on their work during the year to keep their families informed.
4. Volunteer Opportunities—Various opportunities arise for families to volunteer, such as helping in classrooms, leading extracurricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising—Families and community members may collaborate with the Charter School to raise additional resources to support students and the Charter School program.
6. Advocacy—Families and community members communicate The Charter School's design and outcomes to the public, educators, and policymakers and advocate for necessary policies and resources.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours before all regular meetings.
8. In addition to beginning and mid-year surveys, LWP holds two teacher Town Halls and at least two family information nights to obtain input on the education program and LCAP goals.

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6. Teacher engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

What is an example of a change you have made to the school based on teacher feedback?

Some of our teachers are involved in the School Site Council (SSC) and English Learner Advisory Committee, where they are directly involved with decision-making and school governance.

LWP has an Instructional Leadership Team (ILT) composed of one department teacher leader, three onsite Instructional Coaches, the Assistant Principal, and the Principal. Every grade level has a grade-level lead that participates in bi-weekly Grade Level Lead Meetings and bi-weekly Grade Level Meetings. The distributed leadership teams look at the spring adjustments to the Principal's first draft of the strategic action plan and provide feedback. During the school year's first quarter, the strategic action plan is updated with the release of the California assessment results and fall progress monitoring assessment scores. Department leaders also facilitate weekly Professional Learning Community sessions for content-specific teachers to preview and provide feedback on the initial plan drafts. The Principal presents an earlier version of the plan to parents in the early spring and once again as required in the LCAP and SSC process. Once all parties have vetted the plan, the ILT aligns its work to the schoolwide action plan, focusing on specific achievement goals in bi-monthly meetings throughout the year. The school-wide strategic plan and current data provide the platform for our beginning-of-the-year teacher, student, and family summer launch.

At LWP, we deeply value the feedback of our staff. We actively seek it through various channels such as weekly feedback surveys, Panorama, and TNTP Insight surveys. These surveys and anecdotal empathy interviews provide us with invaluable insights into our culture and climate, which, in turn, significantly impact teaching and learning. The feedback is instrumental in our ongoing efforts to assess needs and map our community's strengths to improve our school's learning ecosystem, ensuring that it is conducive to the growth and development of all our students.

Through our distributive leadership model and many surveys, the LWP leadership has created teacher-sponsored change. For instance, during the SY 22-23, we implemented monthly teacher give-back time and expanded our teacher prep time, given our teachers' input. At the middle school level, teachers get 120 minutes of daily prep, and the high school teachers get 90 minutes of daily prep. Teachers and staff have protected lunch, in addition to their prep, which is free of supervision duty. We leverage prep time for coaching and co-planning with grade-level teachers and educational specialists. One Friday afternoon a month, teachers get self-directed time to plan, grade, and explore professional development experiences beyond our school site.

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<p>7. Performance of key student groups remediation</p>	<p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?</p> <p>(a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to</p>	<p>(a) English learners <u>Our Multilingual Learners (MLLs) are thriving in our comprehensive English language development program, which includes integrated support. The success of this program is unmistakable, as evidenced by the double-digit growth in our MLL progress. The California Dashboard, particularly the English Language Progress meter, has consistently verified this substantial growth. Our reclassification also demonstrates significant growth from year to year. To further bolster our academic support, we introduced a newcomer program during our advisory class, recognizing the need for specific academic programming for our designated newcomers to acquire academic English.</u></p> <p>(b) Students with disabilities <u>We prioritize the learning of all scholars, especially those with learning exceptionalities. When we noticed that our scholars with IEPs were making less progress than our general education students, we set particular department priorities grounded in our data analysis and schoolwide academic achievement goals to address this. Our department underwent comprehensive changes to our inclusion model. We set clear goals of having at least 95% of annual and triennial IEPs held on time and students receiving 100% of their IEP minutes to meet their IEP and grade level goals. We created education specialist and instructional aid schedules based on SAI and BIS minutes written in IEPs. In addition, our education specialists gave input into the master schedule creation to promote co-teaching opportunities as part of our inclusion model. We are refining co-planning structures to deepen collaboration between non-SpEd and SpEd teachers. At the end of the 2023-2024 school year, our education specialists had the first at-bat of cohort creation for the forthcoming school year because their input in providing services within our co-teaching inclusion model is invaluable. We are hiring a Special Populations Administrator, whose role is crucial in refining our special education programming for this upcoming school year.</u></p> <p>(c) students in need of remediation <u>We offer reteaching and tutorials during teacher office hours for our scholars needing remediation. Students get weekly reteaching and retake opportunities to improve and master skills continuously. Our middle school scholars also get the convenience of after-school tutoring through Sylvan Learning Centers. This support is especially beneficial for scholars needing additional explicit instruction on the core elements of mathematics as prescribed by the 2023 Mathematics Framework for California Public Schools. Students can access personalized learning platforms like IXL and iReady to accelerate their learning at their zone of proximal development. We offer “break school” and summer school for high school</u></p>
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scholars needing to recover credits to be on track to graduate A-G Eligible.

(d) advanced students performing above grade level

At the middle school level, we offer personalized learning programs like IXL and iReady Personalized Instruction to cater to the unique needs of our more advanced students. As our scholars progress to high school, they embark on a strategic college and career preparatory journey. They can take advantage of our dual and concurrent enrollment courses with local community colleges. This opportunity allows them to earn high school credits while preparing for college, giving them a head start in their postsecondary academic journey. This approach positions our scholars for success in higher education, setting them up for a bright future. Our scholars also participate in work-based learning experiences like internships and job shadowing. Although we have a College and Career Access Pathways (CCAP) agreement with Peralta Community College District, securing engineering dual courses on our campus that align with our engineering pathway has proved challenging.

(e) any other student groups you are paying particular attention to

We actively monitor Black student achievement as part of our Pro-Black programming. Black student growth and outcomes are important because of the national disproportionalities in academic outcomes for Black scholars. We acknowledge the need to improve reading outcomes for our Black scholars, and we are committed to this cause. With our faculty's continued support and involvement, we believe we can make a significant difference, as we have seen with our Black students' math growth as measure by our verified data.

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8. Governance

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

Does the governing board evaluate the school leader? If so, how?

Provide an example of a recent issue or policy that the board is working on.

Our board members, driven by a steadfast commitment to community engagement, actively participate in school life. They make regular visits to school sites and attend town halls, community events, and graduations. Moreover, they actively seek input and feedback from our valued community partners on policy and programming, recognizing and appreciating their unique perspectives and contributions.

The governing board does not evaluate the school leader because the regional executive team holds this responsibility. Also, there are staff surveys (i.e., 360 survey, Panorama) that the regional executive team leverages when assessing the principal's performance.

One notable policy that the board diligently worked on was the passing of our updated grading policy that aligns with equity- based grading. After two years of comprehensive engagement with teammates and families and in-depth data analysis, the board arrived at two new policies, ensuring a thorough and well-informed decision-making process. We implemented an updated, more equitable High School Grading Policy during the 2022-2023 school year. This past 2023-2024 school year, the board reversed its 'Credit for Ds' policy, meaning a scholar will be required to take a credit recovery course if they earn a D or below in a core subject class to receive credit for that class.

A few highlights from the updated High School Grading Policy are as follows:

1. Grades will be accurate and easy to understand: Grade calculations should be based on clear descriptions of a scholar's level of academic performance.
2. Grades should be bias-resistant: Grades should represent a scholar's progress towards mastery and how effectively they have met the standards for academic performance. They should not be punitive or incorporate situational perceptions of behaviors, such as how quickly scholars master a topic or their participation levels.
3. Grades should be motivational: Grading should allow multiple attempts at mastery and represent where the scholar is at the time of grading. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

The updated grading policies and practices testify to our board's unwavering commitment to maintaining high expectations for our scholars. This commitment, which we heard from many families as a primary reason they chose an Aspire school, is a key driver in ensuring our scholars have many options for post-secondary education, instilling confidence in our educational standards and the future success of our students.

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<p>9. Innovation</p>	<p><u>What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?</u></p>	<p><u>One of the key innovative practices at our school is structuring our master schedule. This approach ensures that our course continuum is aligned with A-G expectations, offering diverse courses. The high school master schedule, for instance, allows scholars to take WIN (What I Need) courses like English Language Development, various electives, credit recovery, and dual and concurrent enrollment (For more information on WIN, see Element 1). But what sets our school apart is our emphasis on work- based learning experiences embedded in our master schedule. This focus enhances students' readiness for college and careers and instills the skills and knowledge necessary for success in the real world. In a recent Alumni Early Career Outcomes survey, 49% of alumni reported that they are in a "strong early job," 48% reported "high school exposed them to varied career options," and 54% reported that "high school helped them understand the education required to get available jobs."</u></p> <p><u>Our coaching model is a powerful tool that directly impacts student achievement. Every staff member, not just our teaching faculty, is matched with a coach who supports them in developing professionally. At LWP, we firmly believe that all people are lifelong learners. To that end, we continuously support our staff in setting their own goals and being the thought partners they need to grow while being student-centered. Our most novice educators are matched with at least two coaches to develop them more quickly in their content and pedagogy. This commitment to coaching has not gone unnoticed, with 80% of our staff consistently reporting on our Panorama surveys that they receive regular coaching and feedback, significantly impacting student achievement. This is a testament to our staff's dedication and hard work, and we are proud to support them in their professional journey.</u></p>
<p>10. Special Education Programming</p>	<p><u>What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?</u></p>	<p><u>To better serve our students with extensive/moderate to severe disabilities, we implemented a co-teaching inclusion model this year. Our scholars with disabilities receive comprehensive support, from OT to counseling and everything in between. Teachers and Ed Specialists co-plan during common planning time to create accommodations and universal support for students with learning exceptionalities. We also have a Learning Center where students with disabilities can receive more individualized and small-group support outside the classroom if necessary. Our goal is to provide in-class support. We are fortifying our partnership with families, recognizing their invaluable role in our students' education. We invite them to provide input on our co-teaching inclusion model, as their perspectives are crucial for us to improve our special education programming constantly. We are hiring a special populations administrator to better support our scholars with learning exceptionalities. During the next school year, the special populations administrator will develop crucial technical and adaptive skills for inclusion compliance, ensure improvement in critical metrics for compliance, and develop transformational teams to build capacity and alignment amongst general education teachers, education specialists, and SpEd instructional aids.</u></p>

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<p>11. English Learner Programming</p>	<p><u>What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed?</u></p> <p><u>What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed?</u></p> <p><u>What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?</u></p>	<p><u>All designated English Learners are scheduled in English Language Development classes taught by EL-authorized instructors. We have the ELD 3D curriculum. Classes are primarily grouped by grade level, except a mixed-grade newcomer class. The newcomer ELD class has two bilingual (Spanish/English) teachers. It functions not only as an English Language Development class but also as an advisory class. The instructors monitor students' progress in all subject areas and confer with families, including at parent- teacher conferences, and they collaborate with core classroom teachers to support student success. Our Multilingual Center hosts middle school ELD classes as well as study groups during and after school for newcomers and other English Learners preparing for presentations, projects, etc., with the support of a bilingual ELD teacher. Our Multilingual Programs Coordinator coaches ELD teachers to guide curriculum and pedagogy. The coordinator and ELD teachers deeply analyze English Learners' data, particularly ELPAC and iReady, to tailor instruction and ensure progress for all ELs, including LTELs. This personalized approach to learning and comprehensive progress tracking provides students and parents with a clear roadmap for their academic journey. Through the ELD program, we regularly inform students and families of relevant metrics and the requirements and benefits of reclassification, especially for our LTELs. Our cross-disciplinary exhibitions support LTELs with better acquiring content-specific and academic language because vocabulary is reinforced across content areas and is taught in a culturally responsive way. Importantly, we actively celebrate students' growth, reinforcing the positive outcomes of our ELD program.</u></p>
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**12.
Verified
Data**

For data that meets the Ed Code definition of “verified data” and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school’s verified data. For additional information, please see the CDE’s guidance on Verified Data Criteria and Adopted Indicators.

Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year’s progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).

Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.

Encouragingly, LWP’s estimates reveal a remarkable surge in college matriculation. In 2023, a 64% of our Class of 2023 graduates embarked on their college journey in the fall, marking a significant leap from 49% in 2021 for that year’s graduating class. Looking ahead to the 2023-2024 school year, an estimated 93% of Class of 2024 graduates are expected to enroll in a two or four-year college, while 7% are pursuing trade school or military enlistment. These figures are a testament to the hard work and dedication of our students, filling us with pride and optimism for the future of LWP.

During the 2022-2023 school year, 32 graduating seniors (~43%) completed at least one college class at LWP. Additionally, about half (54%) of college students continued their studies, demonstrating persistence in their postsecondary academic pursuits.

Aspire LWP uses iReady for its middle school grades (6-8). In 2022-2023 and 2023-24, LWP met the 95% participation rate for all grades in Reading and math. This high participation rate is a strong indicator of student engagement and the effectiveness of our assessing methods.

On average, LWP 6-8 graders made 136% progress towards typical growth from fall to spring 2023 in Math and 129% progress in Reading during the 2023-2024 school year. As context, an average of 100% would mean that Aspire students are meeting their typical growth targets, on average, by March, which is when the end-of-year assessment is administered. When looking at student proficiency using their grade-level bands, between fall 2022 and spring 2023, students were progressively less likely to be below grade level and more likely to be on grade level or one grade below grade level.

Aspire LWP uses NWEA for its high school grades (9-12). In 2022-23 and 2023-2024, LWP met the 95% participation rate. Our NWEA MAP data results show similar trends to those of iReady. Schoolwide, 67% of students improved ELA proficiency from fall to spring 2022-23, and 75% improved math. In 11th grade, 73% of students grew in Math, and 69% grew in ELA. With few subgroup exceptions, most data points of the MAP’s Conditional Growth Index for the 2023-2024 school year are between -2.0 and +2.0. The most recent testing year, 2023-24, shows improvement over previous years in terms of all numbers falling squarely within the range, i.e., all subgroups with sufficient data for reporting are demonstrating one year’s progress per NWEA’s guidance. As with the iReady results, there is less consistency in math but improvement over time.

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pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)	Year 6 (22-23)	Year 7 (23-24)	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)	Year 6 (22-23)	Year 7 (23-24)
<u>Students who joined the school after the first day of school</u>	40	27	17	5	33	5	34	7.8%	5.3%	3.3%	1.0%	6.4%	1.0%	6.6%
<u>Students who left the school during the school year</u>	32	32	38	13	39	43	38	6.2%	6.2%	7.4%	2.5%	7.6%	8.4%	7.4%

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Enrollment (for Fall 2024 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	410	=
Asian	1	0.24%
Black or African American	20	4.88%
Filipino	0	0.00%
Hispanic or Latino	384	93.66%
Native American or Alaskan Native	0	0.00%
Native Hawaiian or Pacific Islander	2	0.49%
White	0	0.00%
Two or More Races	0	0.00%
Race Not Reported	3	0.73%
Male	196	47.80%
Female	214	52.20%
Homeless Students		0.00%
Foster Youth		0.00%
FRPM-Eligible/Economically Disadvantaged	352	85.85%
English Learners	53	12.93%
Special Education/Student	63	15.37%

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<u>ents with IEPs</u>		
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Enrollment Data as of 6/20/24

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Expulsions

Student Group	Number of Students						
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024
Total Enrollment	2	0	2	0	0	1	1
Asian	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	1	0
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	1	0	1	0	0	0	1
Native American or Alaskan Native	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
Race Not Reported	0	0	0	0	0	0	0
Male	2	0	0	0	0	1	1
Female	0	0	1	0	0	0	0
Homeless Students	0	0	1	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/Economically Disadvantaged	2	0	1	0	0	1	1
English Learners	1	0	0	0	0	0	0
Special Education/Students with IEPs	0	0	1	0	0	1	0

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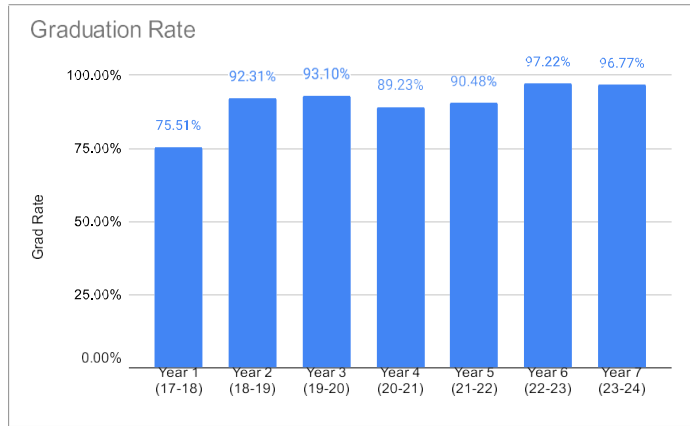
Graduation Information (High Schools only) - For Spring 2024 of

If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation	96.77%
Cohort Dropout Rate	3.23%

Year	# in Adjusted 4 Year Cohort	# Graduated	# Did Not Graduate	Dropout Rate	Grad Rate
23-24	62	60	2	3.23%	96.77%
22-23	72	70	2	2.78%	97.22%
21-22	63	57	5	7.94%	90.48%
20-21	65	58	4	6.15%	89.23%
19-20	58	54	2	3.45%	93.10%
18-19	52	48	2	3.85%	92.31%
17-18	49	37	9	18.37%	75.51%

	Grad Rate	Drop Out Rate	
Year 1 (17-18)	75.51%	18.37%	
Year 2 (18-19)	92.31%	3.85%	
Year 3 (19-20)	93.10%	3.45%	
Year 4 (20-21)	89.23%	6.15%	
Year 5 (21-22)	90.48%	7.94%	
Year 6 (22-23)	97.22%	2.78%	
Year 7 (23-24)	96.77%	3.23%	



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Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

Student Group	Number of Students						
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024
% attending 4-year college	<u>49.00%</u>	<u>50.00%</u>	<u>42.00%</u>	<u>34.00%</u>	<u>33.00%</u>	<u>25.00%</u>	<u>50.00%</u>
% attending 2-year college	<u>35.00%</u>	<u>26.00%</u>	<u>15.00%</u>	<u>20.00%</u>	<u>12.00%</u>	<u>23.00%</u>	<u>42.00%</u>
% attending vocational/ technical training					<u>2.00%</u>	<u>4.00%</u>	<u>2.00%</u>
% joined military					<u>2.00%</u>	<u>2.00%</u>	<u>3.00%</u>
% working exclusively						<u>4.00%</u>	<u>3.00%</u>

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Teacher Recruitment/Retention (for each year of current charter term)

	Number of Teachers							
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024	Year 8 2024-2025
Total # of classroom teachers	25	21	23	26	22	21	21	21
# of new classroom teacher hires	6	13	6	10	6	3	7	7
# of classroom teachers retained from prior year	19	8	16	16	16	18	14	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	12	12	8	9	8	5	10	0
# of currently vacant classroom teaching positions (FTEs)	0	0	5	0	0	0	0	0

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**Teacher Ethnicity (for Fall
2024 of current
charter term)**

<u>Group</u>	<u>Number of Teachers</u>
<u>Asian</u>	<u>1</u>
<u>Black or African American</u>	<u>4</u>
<u>Hispanic or Latino</u>	<u>1</u>
<u>White</u>	<u>9</u>
<u>Other Ethnicity or Missing</u>	<u>4</u>
<u>Total Classroom Teachers</u>	<u>20</u>

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Demand/Waitlist Information (only for incoming grade levels: TK, K, 6, 9)

<u>Year of Current Charter Term</u>	<u>Date of lottery</u>	<u>Grade Level</u>	<u># of Applicants</u>	<u># of Available Spaces</u>	<u># of Students on Waitlist (as of first day of school)</u>
<i>Example</i>	<i>4/1/2018</i>	TK	75	40	25
		K	180	100	30
		6	115	100	5
		9	90	100	0
<u>Year 1: 1718</u>	<u>3/8/2017</u>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	159	80	56
		9	64	11	5
<u>Year 2: 1819</u>	<u>3/7/2018</u>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	289	80	157
		9	207	3	154
<u>Year 3: 1920</u>	<u>3/6/2019</u>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	249	84	118
		9	184	11	113
<u>Year 4: 2021</u>	<u>3/4/2020</u>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	184	97	65
		9	107	8	72
<u>Year 5: 2122</u>	<u>3/4/2021</u>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	149	92	15
		9	68	20	17

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<u>2223</u>	<u>3/8/2022</u>	<u>K</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
		<u>6</u>	<u>147</u>	<u>64</u>	<u>43</u>
		<u>9</u>	<u>82</u>	<u>35</u>	<u>12</u>
		<u>TK</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
<u>2324</u>	<u>3/7/2023</u>	<u>^</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
		<u>6</u>	<u>136</u>	<u>70</u>	<u>28</u>
		<u>9</u>	<u>70</u>	<u>14</u>	<u>24</u>
		<u>TK</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
<u>2425</u>	<u>3/6/2024</u>	<u>^</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>
		<u>6</u>	<u>98</u>	<u>70</u>	<u>20</u>
		<u>9</u>	<u>45</u>	<u>37</u>	<u>0</u>

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Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.1 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	<u>2022-23</u>	<u>2023-24</u>
<u># of students with IEPs receiving < 450 service minutes weekly</u>	<u>68</u>	<u>64</u>
<u># of students with IEPs receiving > 450 service minutes weekly</u>	<u>7</u>	<u>5</u>
<u># of students with IEPs in NPS placement</u>	<u>0</u>	<u>0</u>
<u>Total SWD enrolled</u>	<u>75</u>	<u>69</u>

Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.

- **2023-24 End-of-Year SELPA 16.1 Report - Students with Disabilities - Education Plan By Primary Disability (EOY 1)**

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Facilities and Proposed Material Revisions/Substantial Changes

<p><u>Facilities</u></p>	<p>Please respond to the following:</p>	<p>Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>Aspire Public Schools owns the Lionel Wilson College Preparatory Academy property at 400 105th Avenue in Oakland. There are no planned facility changes at this time, nor any plans to apply for Prop 39 during the course of the charter term.</p>
<p><u>Proposed Material Revisions/Substantial Changes</u></p>	<p>Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>	<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District- owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>	

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Appendix II: Verified Data

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School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education's flexibility that was afforded to states in 2019-20 and 2020-21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE's guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate.

Testing completion at Aspire is based on student enrollment as of the last day of our Bay Area region's regular testing window. Student who enroll during the last week of a window (which is often listed as the makeup week on our assessment calendar) are excluded from the participation denominator. The grace period is intended to reasonably exclude students who enrolled with minimal time to be assessed. However, we still encourage schools to make an attempt to assess these students within the window deadline or as soon as possible. We modeled these business rules after the guidelines used by the state to determine CAASPP completion and apply them across all schools and all school years within our organization. The completion rates below are calculated using this framework.

2. (Optional) Delete the example row then fill in the tables below to contextualize school administration of the i-Ready assessments.

School Participation Table

School year	Grade	Number of students	Number of students	Percent of students	Number of students	Number of students	Percent of students
2023-2024 Math	6	45	45	100%	46	47	98%
2023-2024 Math	7	57	60	95%	64	64	100%
2023-2024 Math	8	52	54	96%	55	55	100%
2023-2024 Reading	6	45	45	100%	45	47	96%
2023-2024 Reading	7	59	60	98%	63	64	98%
2023-2024 Reading	8	52	54	96%	55	55	100%
2022-2023 Math	6	57	61	93%	58	60	97%
2022-2023 Math	7	55	56	98%	51	53	96%
2022-2023 Math	8	67	69	97%	64	67	96%
2022-2023 Reading	6	57	61	93%	58	60	97%
2022-2023 Reading	7	56	56	100%	53	53	100%
2022-2023 Reading	8	67	69	97%	66	67	99%
2021 - 2022 Reading	6	59	59	100%	59	60	98%
2021 - 2022 Reading	7	66	72	92%	66	67	99%
2021 - 2022 Reading	8	62	64	97%	62	62	100%
2021 - 2022 Math	6	59	59	100%	59	60	98%
2021 - 2022 Math	7	65	72	90%	65	67	97%
2021 - 2022 Math	8	60	64	94%	61	62	98%

Students Not Tested (Please list students who were enrolled during the Fall and Spring administrations and not tested)

School year	Grade	Ethnicity	English Learner	Foster	Free or Reduced-	SpEd/IEP
2122 ELA	6	Hispanic/Latino	Y	N	Y	Y
2122 ELA	7	Hispanic/Latino	N	N	Y	N
2122 Math	8	Hispanic/Latino	N	N	N	Y
2122 Math	7	Hispanic/Latino	N	N	Y	N
2122 Math	7	Hispanic/Latino	N	N	Y	N
2122 Math	6	Hispanic/Latino	Y	N	Y	Y
2223 Math	6	Hispanic/Latino	N	N	Y	N
2223 Math	6	Hispanic/Latino	Y	N	Y	N
2223 Math	7	Hispanic/Latino	Y	N	Y	N
2223 Math	7	Hispanic/Latino	N	N	Y	N
2223 Math	8	Hispanic/Latino	N	N	N	N
2223 Math	8	Hispanic/Latino	N	N	Y	N
2223 Math	8	Hispanic/Latino	N	N	Y	N
2223 ELA	8	Hispanic/Latino	N	N	Y	N
2223 ELA	6	Hispanic/Latino	N	N	Y	N
2223 ELA	6	Hispanic/Latino	N	N	Y	N
2324 Math	6	Hispanic/Latino	Y	N	N	N
2324 ELA	6	Hispanic/Latino	Y	N	N	N
2324 ELA	6	Hispanic/Latino	Y	N	Y	N
2324 ELA	7	Hispanic/Latino	Y	N	N	N

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Indicator	School year	Student Group	Grade	Median Typical Growth Percent Met Annual		
				from Fall to Spring	Typical Growth	
Math	2021-2022	All		6	72%	45%
Math	2021-2022	All		7	69%	43%
Math	2021-2022	All		8	108%	52%
Math	2021-2022	SPED	All		140%	55%
Math	2021-2022	AfAm	All		89%	50%
Math	2021-2022	MLL	All		117%	52%
Math	2021-2022	SED	All		43%	38%
Math	2021-2022	Hisp/Lat	All		77%	46%
Reading	2021-2022	All		6	123%	55%
Reading	2021-2022	All		7	130%	65%
Reading	2021-2022	All		8	217%	74%
Reading	2021-2022	SPED	All		159%	61%
Reading	2021-2022	AfAm	All		154%	75%
Reading	2021-2022	MLL	All		68%	45%
Reading	2021-2022	SED	All		158%	63%
Reading	2021-2022	Hisp/Lat	All		144%	64%
Math	2022-2023	All		6	108%	53%
Math	2022-2023	All		7	108%	57%
Math	2022-2023	All		8	100%	52%
Math	2022-2023	SPED	All		129%	58%
Math	2022-2023	AfAm	All		179%	67%
Math	2022-2023	MLL	All		80%	47%
Math	2022-2023	SED	All		111%	56%
Math	2022-2023	Hisp/Lat	All		107%	54%
Reading	2022-2023	All		6	179%	59%
Reading	2022-2023	All		7	159%	65%
Reading	2022-2023	All		8	144%	75%
Reading	2022-2023	SPED	All		105%	52%
Reading	2022-2023	AfAm	All		80%	50%

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<u>Reading</u>	<u>2022-2023</u>	<u>MLL</u>	<u>All</u>		<u>149%</u>	<u>66%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>SED</u>	<u>All</u>		<u>184%</u>	<u>67%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Hisp/Lat</u>	<u>All</u>		<u>175%</u>	<u>67%</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>		<u>6</u>	<u>136%</u>	<u>62%</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>		<u>7</u>	<u>167%</u>	<u>68%</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>		<u>8</u>	<u>100%</u>	<u>55%</u>
<u>Math</u>	<u>2023-2024</u>	<u>SPED</u>	<u>All</u>		<u>221%</u>	<u>80%</u>
<u>Math</u>	<u>2023-2024</u>	<u>AfAm</u>	<u>All</u>		<u>200%</u>	<u>67%</u>
<u>Math</u>	<u>2023-2024</u>	<u>MLL</u>	<u>All</u>		<u>104%</u>	<u>53%</u>
<u>Math</u>	<u>2023-2024</u>	<u>SED</u>	<u>All</u>		<u>131%</u>	<u>59%</u>
<u>Math</u>	<u>2023-2024</u>	<u>Hisp/Lat</u>	<u>All</u>		<u>133%</u>	<u>62%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>		<u>6</u>	<u>134%</u>	<u>59%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>		<u>7</u>	<u>106%</u>	<u>53%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>		<u>8</u>	<u>139%</u>	<u>59%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>SPED</u>	<u>All</u>		<u>118%</u>	<u>57%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>AfAm</u>	<u>All</u>		<u>29%</u>	<u>33%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>MLL</u>	<u>All</u>		<u>203%</u>	<u>70%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>SED</u>	<u>All</u>		<u>129%</u>	<u>56%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Hisp/Lat</u>	<u>All</u>		<u>133%</u>	<u>58%</u>

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School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education's flexibility that was afforded to states in 2010–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE's guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate.

Testing completion at Aspire is based on student enrollment as of the last day of our Bay Area region's regular testing window. Student who enroll during the last week of a window (which is often listed as the makeup week on our assessment calendar) are excluded from the participation denominator. The grace period is intended to reasonably exclude students who enrolled with minimal time to be assessed. However, we still encourage schools to make an attempt to assess these students within the window deadline or as soon as possible. We modeled these business rules after the guidelines used by the state to determine CAASPP completion and apply them across all schools and all school years within our organization. The completion rates below are calculated using this framework.

2. (Optional) Delete the example row then fill in the tables below to contextualize school administration of the NWEA MAP assessments.

School Participation Table

School year	Grade	Number of students	Number of students	Percent of students	Number of students	Number of students	Percent of students
2023-2024 Math	9	60	62	97%	61	63	97%
2023-2024 Math	10	62	62	100%	63	64	98%
2023-2024 Math	11	59	59	100%	58	59	98%
2023-2024 Reading	9	58	62	94%	61	63	97%
2023-2024 Reading	10	61	62	98%	62	64	97%
2023-2024 Reading	11	59	59	100%	56	59	95%
2022-2023 Math	9	59	60	98%	57	59	97%
2022-2023 Math	10	63	65	97%	62	63	98%
2022-2023 Math	11	62	65	95%	64	66	97%
2022-2023 Reading	9	59	60	98%	58	59	98%
2022-2023 Reading	10	62	65	95%	62	63	98%
2022-2023 Reading	11	63	65	97%	63	66	95%
2021 - 2022 Reading	9	68	71	96%	67	70	96%
2021 - 2022 Reading	10	66	71	93%	63	68	93%
2021 - 2022 Reading	11	75	81	93%	73	75	97%
2021 - 2022 Math	9	67	71	94%	66	70	94%
2021 - 2022 Math	10	64	71	90%	61	68	90%
2021 - 2022 Math	11	78	81	96%	73	75	97%

Students Not Tested (Please list students who were enrolled during the Fall and Spring administrations and not tested)

School year	Grade	Ethnicity	English Learner	Foster	Free or Reduced-Price	SpEd/IEP
2122 ELA	9	Hispanic or Latino	Y	N	Y	N
2122 ELA	9	Asian	N	N	Y	N
2122 ELA	9	Hispanic or Latino	Y	N	Y	N
2122 ELA	10	Hispanic or Latino	Y	N	Y	Y
2122 ELA	10	Hispanic or Latino	N	N	N	Y
2122 ELA	10	Hispanic or Latino	N	N	Y	N
2122 ELA	10	Declined to State	N	N	N	Y
2122 ELA	11	Hispanic or Latino	N	N	Y	Y
2122 ELA	11	Hispanic or Latino	N	N	Y	N
2122 Math	11	Hispanic or Latino	N	N	Y	Y
2122 Math	11	Hispanic or Latino	N	N	Y	N
2122 Math	10	Hispanic or Latino	Y	N	Y	Y
2122 Math	10	Hispanic or Latino	N	N	N	Y
2122 Math	10	Hispanic or Latino	N	N	Y	N
2122 Math	10	Declined to State	N	N	N	Y
2122 Math	10	Hispanic or Latino	N	N	Y	N

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<u>Indicator</u> <u>Conditional</u>	<u>School year</u>	<u>Student Group</u>	<u>Grade</u>	<u>School</u> <u>Growth Index</u>	<u>Percent Met Fall</u> <u>to Spring</u> <u>Projected</u> <u>Growth (CGI</u> <u>value of -0.2</u> <u>or higher)</u>
<u>Math</u>	<u>2021-2022</u>	<u>All</u>	<u>9</u>	<u>-0.47</u>	<u>46.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>All</u>	<u>10</u>	<u>0.08</u>	<u>50.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>All</u>	<u>11</u>	<u>2.1</u>	<u>77.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>All</u>	<u>9</u>	<u>1.23</u>	<u>61.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>All</u>	<u>10</u>	<u>2.37</u>	<u>63.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>All</u>	<u>11</u>	<u>0.99</u>	<u>58.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>Asian</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>-0.26</u>	<u>47.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>0.03</u>	<u>49.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>Asian</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>2.15</u>	<u>77.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Asian</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>1.22</u>	<u>61.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>2.42</u>	<u>63.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Asian</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>0.99</u>	<u>58.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>ELL</u>	<u>9</u>	<u>-2.03</u>	<u>29.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>FRL</u>	<u>9</u>	<u>-0.47</u>	<u>46.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>SPED</u>	<u>9</u>	<u>-0.53</u>	<u>60.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>ELL</u>	<u>10</u>	<u>0.65</u>	<u>56.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>FRL</u>	<u>10</u>	<u>-0.22</u>	<u>47.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>SPED</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2021-2022</u>	<u>ELL</u>	<u>11</u>	<u>0.95</u>	<u>75.00%</u>

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<u>Math</u>	<u>2021-2022</u>	<u>FRL</u>	<u>11</u>	<u>2.15</u>	<u>78.00%</u>
<u>Math</u>	<u>2021-2022</u>	<u>SPED</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>ELL</u>	<u>9</u>	<u>0.88</u>	<u>46.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>FRL</u>	<u>9</u>	<u>0.85</u>	<u>59.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>SPED</u>	<u>9</u>	<u>1.82</u>	<u>60.00</u>
<u>Reading</u>	<u>2021-2022</u>	<u>ELL</u>	<u>10</u>	<u>4.11</u>	<u>61.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>FRL</u>	<u>10</u>	<u>2.03</u>	<u>57.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>SPED</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2021-2022</u>	<u>ELL</u>	<u>11</u>	<u>0.41</u>	<u>50.00</u>
<u>Reading</u>	<u>2021-2022</u>	<u>FRL</u>	<u>11</u>	<u>0.59</u>	<u>56.00%</u>
<u>Reading</u>	<u>2021-2022</u>	<u>SPED</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>All</u>	<u>9</u>	<u>1.7</u>	<u>66.00</u>
<u>Math</u>	<u>2022-2023</u>	<u>All</u>	<u>10</u>	<u>0.64</u>	<u>62.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>All</u>	<u>11</u>	<u>2.04</u>	<u>62.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>All</u>	<u>9</u>	<u>0.14</u>	<u>60.00</u>
<u>Reading</u>	<u>2022-2023</u>	<u>All</u>	<u>10</u>	<u>1.26</u>	<u>49.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>All</u>	<u>11</u>	<u>1.86</u>	<u>66.00</u>
<u>Math</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>1.7</u>	<u>65.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>Asian</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>0.54</u>	<u>61.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>2.14</u>	<u>63.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>0.14</u>	<u>59.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Asian</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>1.07</u>	<u>49.00</u>
<u>Reading</u>	<u>2022-2023</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>*</u>

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<u>Reading</u>	<u>2022-2023</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>1.86</u>	<u>66.00</u> <u>%</u>
<u>Math</u>	<u>2022-2023</u>	<u>ELL</u>	<u>9</u>	<u>4.6</u>	<u>91.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>FRL</u>	<u>9</u>	<u>1.65</u>	<u>63.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>SPED</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2022-2023</u>	<u>ELL</u>	<u>10</u>	<u>-0.38</u>	<u>53.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>FRL</u>	<u>10</u>	<u>0.6</u>	<u>62.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>SPED</u>	<u>10</u>	<u>1.79</u>	<u>64.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>ELL</u>	<u>11</u>	<u>2.12</u>	<u>57.00%</u>
<u>Math</u>	<u>2022-2023</u>	<u>FRL</u>	<u>11</u>	<u>2.59</u>	<u>60.00</u> <u>%</u>
<u>Math</u>	<u>2022-2023</u>	<u>SPED</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2022-2023</u>	<u>ELL</u>	<u>9</u>	<u>1.39</u>	<u>80.00</u> <u>%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>FRL</u>	<u>9</u>	<u>0.38</u>	<u>63.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>SPED</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2022-2023</u>	<u>ELL</u>	<u>10</u>	<u>2.09</u>	<u>47.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>FRL</u>	<u>10</u>	<u>1.04</u>	<u>51.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>SPED</u>	<u>10</u>	<u>2.18</u>	<u>45.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>ELL</u>	<u>11</u>	<u>2.84</u>	<u>79.00%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>FRL</u>	<u>11</u>	<u>1.88</u>	<u>66.00</u> <u>%</u>
<u>Reading</u>	<u>2022-2023</u>	<u>SPED</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>	<u>9</u>	<u>1.52</u>	<u>57.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>	<u>10</u>	<u>1.62</u>	<u>60.00</u> <u>%</u>
<u>Math</u>	<u>2023-2024</u>	<u>All</u>	<u>11</u>	<u>1.29</u>	<u>60.00</u> <u>%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>	<u>9</u>	<u>-0.01</u>	<u>46.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>	<u>10</u>	<u>-0.14</u>	<u>52.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>All</u>	<u>11</u>	<u>0.83</u>	<u>65.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>0.8</u>	<u>55.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>Multi-ethnic</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>1.57</u>	<u>60.00</u>

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<u>Math</u>	<u>2023-2024</u>	<u>Multi-ethnic</u>	<u>10</u>	<u>*</u>	<u>%</u>
<u>Math</u>	<u>2023-2024</u>	<u>Asian</u>	<u>11</u>	<u>-</u>	<u>-</u>
<u>Math</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>-</u>
<u>Math</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>1.07</u>	<u>58.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>9</u>	<u>*</u>	<u>-</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>9</u>	<u>-0.39</u>	<u>47.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Multi-ethnic</u>	<u>9</u>	<u>*</u>	<u>-</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>10</u>	<u>*</u>	<u>-</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>10</u>	<u>0.26</u>	<u>53.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Multi-ethnic</u>	<u>10</u>	<u>*</u>	<u>-</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Asian</u>	<u>11</u>	<u>-</u>	<u>-</u>

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<u>Reading</u>	<u>2023-2024</u>	<u>Black or African American</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2023-2024</u>	<u>Hispanic or Latino</u>	<u>11</u>	<u>0.68</u>	<u>63.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>ELL</u>	<u>9</u>	<u>3.22</u>	<u>64.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>FRL</u>	<u>9</u>	<u>1.24</u>	<u>59.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>SPED</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>ELL</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>FRL</u>	<u>10</u>	<u>1.84</u>	<u>61.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>SPED</u>	<u>10</u>	<u>8.35</u>	<u>82.00%</u>
					<u>%</u>
<u>Math</u>	<u>2023-2024</u>	<u>ELL</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Math</u>	<u>2023-2024</u>	<u>FRL</u>	<u>11</u>	<u>1.45</u>	<u>62.00%</u>
<u>Math</u>	<u>2023-2024</u>	<u>SPED</u>	<u>11</u>	<u>1.77</u>	<u>60.00%</u>
					<u>%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>ELL</u>	<u>9</u>	<u>-1.47</u>	<u>40.00%</u>
					<u>%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>FRL</u>	<u>9</u>	<u>0.55</u>	<u>53.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>SPED</u>	<u>9</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2023-2024</u>	<u>ELL</u>	<u>10</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2023-2024</u>	<u>FRL</u>	<u>10</u>	<u>0.35</u>	<u>53.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>SPED</u>	<u>10</u>	<u>-0.91</u>	<u>45.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>ELL</u>	<u>11</u>	<u>*</u>	<u>*</u>
<u>Reading</u>	<u>2023-2024</u>	<u>FRL</u>	<u>11</u>	<u>0.37</u>	<u>63.00%</u>
<u>Reading</u>	<u>2023-2024</u>	<u>SPED</u>	<u>11</u>	<u>1.51</u>	<u>70.00%</u>

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ASPIRE
PUBLIC
SCHOOLS

ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

CHARTER RENEWAL PETITION

For the term July 1, 2025 - June 30, 2030

Submitted July 1, 2024

Original Charter Approved by Oakland Unified School District
January 2002

Last Charter Renewal Approval
December 2016



July 1, 2024

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1000 Broadway, 3rd Floor, Suite 398
Oakland, CA 94607

Re: Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition

Dear Director Arnold:

Aspire Public Schools (“Aspire”), which operates Aspire Lionel Wilson College Preparatory Academy (“Lionel Wilson Prep” or the “Charter School”), authorized by the Oakland Unified School District (“OUSD” or the “District”), submits this request for a renewal of Lionel Wilson Prep’s charter petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The Aspire Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Lionel Wilson Prep strives to provide a rigorous, joyful academic experience that cultivates students’ skills, talents, and gifts and allows them to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The Charter School currently serves 451 students in grades 6-12. Over 80% of the Charter School’s students are socioeconomically disadvantaged. Lionel Wilson Prep aims to provide high-quality education that prepares students to be change-makers, critical thinkers, and problem solvers who can contribute to building a more just and equitable world. The Charter School believes that education is liberation and works to ensure that its students are prepared to succeed in college, career, and life. In submitting this request for renewal, Lionel Wilson Prep is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District’s submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. Final Renewal Petition – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition, enclosed;

2. Performance Report – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed in Appendix I;
3. Verified Data – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed in Appendix II
4. Financial Packet – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed in Appendix III

The following items have been submitted to OUSD in Epicenter:

5. Red-Line Petition – A red-line copy of renewal, showing all changes made to the charter school’s most recent District Board-approved petition, submitted in OUSD’s Epicenter;
6. Initial Public Hearing Presentation – A PowerPoint presentation for the initial public hearing, submitted in OUSD’s Epicenter

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

Lionel Wilson College Preparatory Academy is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at javier.cabra@aspirepublicschools.org or (510)908-1800 if you have any questions.

A handwritten signature in black ink, appearing to read 'Javier', with a stylized flourish at the end.

Sincerely,

Javier Cabra Walteros, Executive Director, Bay Area



ASPIRE
PUBLIC
SCHOOLS

ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

CHARTER RENEWAL PETITION

For the term July 1, 2025 - June 30, 2030

Submitted July 1, 2024

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Affirmations, Declarations, and Assurances

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

Aspire Lionel Wilson College Preparatory Academy (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

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

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

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

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

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

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

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

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

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections

3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the

Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

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

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

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

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

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

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should

be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction and Overview

We present this renewal charter petition for another 5-year charter term for Aspire Lionel Wilson College Preparatory Academy (LWP, or Charter School), located in the Sobrante Park neighborhood of Oakland. Our students in grades 6-12 are 94% Latina/o/x, 4% Black or African American, 87% Socio-Economically Disadvantaged (SED), 21% English learners (ELs) and 16% students with disabilities (SWD).¹ LWP's students have shown incredible progress in learning since the COVID-19 pandemic. In the most recently publicly reported data, Aspire Lionel Wilson students meet or exceed the performance of their peers. Listed below are highlights of our academic success in the last charter term. For details and additional citations, see the next section, *Charter Renewal Criteria*.

- **U.S. News and World Report: Top High School.** Aspire Lionel Wilson College Preparatory Academy, a testament to our collective commitment to excellence, was recognized in 2023 by U.S. News & World Report as one of the Top 100 High Schools in California and among the Top 20 High Schools in the Bay Area. These selective rankings, published annually, consider a blend of metrics, including students' college readiness, availability of college-level curriculum, graduation rates, and proficiency test results in determining rankings. In 2023, Aspire Lionel Wilson Prep, currently home to 449 scholars in grades 6-12, proudly stood at #92 out of 2,613 California public high schools (top 4%) and #19 out of 245 Bay Area public high schools (top 8%), a feat we all share in.
- **Consistent Success in CAASPP.** Smarter Balanced Assessment Consortium (SBAC) performance results in 2023 show that Aspire Lionel Wilson students – overall and the statistically significant subgroups – achieved English Language Arts (ELA) and Math Distance from Standard (DFS) scores higher than the average DFS score of traditional public schools serving grades 6-8 and/or 9-12 within a 5-mile radius from Aspire Lionel Wilson. Year after year in the last charter term, our school's ELA/Math DFS scores are also higher compared to the averages of the local school group; in ELA, LWP scores are consistently greater than those of the local district.
- **ELA Progress in Upper Grades.** Our ELA CAASPP results suggest that the longer students are enrolled at Aspire Lionel Wilson, the better they perform in ELA as they advance in grades over time. ELA CAASPP test results reveal that the percentage of our 11th-graders that Met/Exceeded Standard is consistently more than double our overall rate for students in Grades 6-8.
- **English Learner Progress.** The 2023 Dashboard shows that Aspire Lionel Wilson's English learners are advancing towards English language proficiency at a remarkable rate. Aspire Lionel Wilson achieved a blue color rating for its 63.4% English Learner Progress

¹ California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup; DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 24, 2024.

Indicator (ELPI) rate, which outpaced the average for local traditional public schools serving similar grades (35.0%), Oakland Unified School District's rate (44.2%), and the State's (48.7%).² The 2023 rate of 63.4% represents a significant increase from last year's rate of 36.0% and our pre-pandemic 2019 rate of 29.0%.³

- **Graduation, A-G, and College Matriculation Rates.** Since 2019, LWP's California Dashboard graduation rates have been higher compared to those of OUSD and California.⁴ The LWP A-G rate has also increased since 2021. LWP's 2023 A-G rate among graduating students (84.3%) is 19.9 and 31.9 percentage points higher than that of OUSD (64.4%) and State (52.4%), respectively.⁵ The results are noteworthy since under some criteria, LWP's graduation requirements exceed those of the UC/CSU A-G eligibility requirements. Moreover, in the 2023-24 school year, based on internal data, the percentage of our high school graduates expected to enroll in a two or four-year college is 93% (29 percentage points higher than the 2022-23 rate), while 7% are pursuing trade school or military enlistment.

LWP is part of Aspire Public Schools, a state network of public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our core values, we believe in the power of creating and maintaining learning environments in which students learn *with* community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and liberated future for themselves and their community inspires us into urgent, intentional action each day.

The LWP school model has been to build a foundation of support for students' most essential learning needs so that they are present and motivated to fully take advantage of all our programming offerings.

- **Personalized Student Attention:** Our overall small school and class size, allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs.
- **Student Academic Ownership:** Grounded in a foundation of teaching and practicing

2 California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

3 California Department of Education. California School Dashboard: 2022 and 2019. Accessed June 25, 2024.

4 California Department of Education. California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.

5 California Department of Education: DataQuest. 2022-23 Four-Year Adjusted Cohort Graduation Rate: Aspire Lionel Wilson College Preparatory Academy School Report. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqccensus/CohRate.aspx?agglevel=school&year=2022-23&cds=01612590130666>.

cooperative learning structures, self-management skills, and classroom routines, we empower our students to own their academic journey. For example, students receive daily instruction in constructivist pedagogical approaches (*e.g.* dialogic learning), engage in semesterly cross-curricular exhibition projects, and collaborate with their college advisors on dual enrollment and/or to design their postsecondary plans.

- **Culturally Responsive Instructional Design.** Lessons are created and delivered with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.
- **Data-driven Decision Making:** LWP plans and implements a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of our middle and high school scholars. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students.
- **Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:** Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens by teaching SEL competencies and themes from the RULER curriculum throughout the school day and during the Advisory block, as well as by offering mental health programming.

Charter Renewal Criteria

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

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

The three performance categories are as follows:

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

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. LWP is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight

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

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

Dashboard Performance Renewal Criteria – Middle Performing

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

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

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

Dashboard State and Local Indicators (2023)

Dashboard: English Language Arts and Math

The CAASPP is available to span middle-high schools in grades 6-8 and 11 only. According to the CDE, “Distance from Standard represents the distance between a student’s score on the

Smarter Balanced Assessments and the Standard Met Achievement Level.”⁶ In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

Smarter Balanced Assessment Consortium (“SBAC”) performance results in 2023 show that LWP students, both overall and in numerically significant student subgroups, are achieving Distance from Standard (“DFS”) scores in ELA and math that are better than the average DFS score of traditional public schools serving grades 6-8 and/or 9-12 within a 5-mile radius from the Charter School.⁷ In ELA, LWP DFS scores are also greater than those of the district as a whole. Moreover, LWP’s year-to-year DFS growth is greater than the local comparison group average.

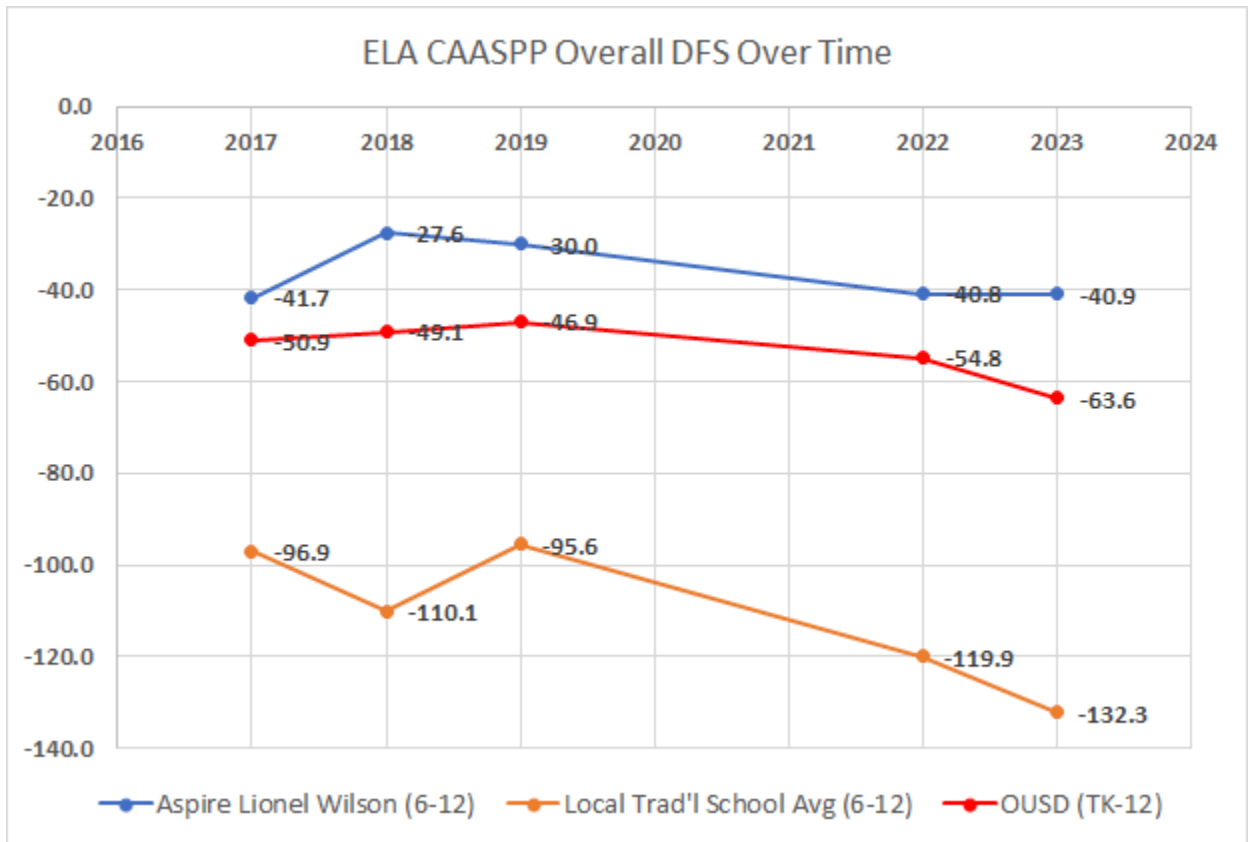
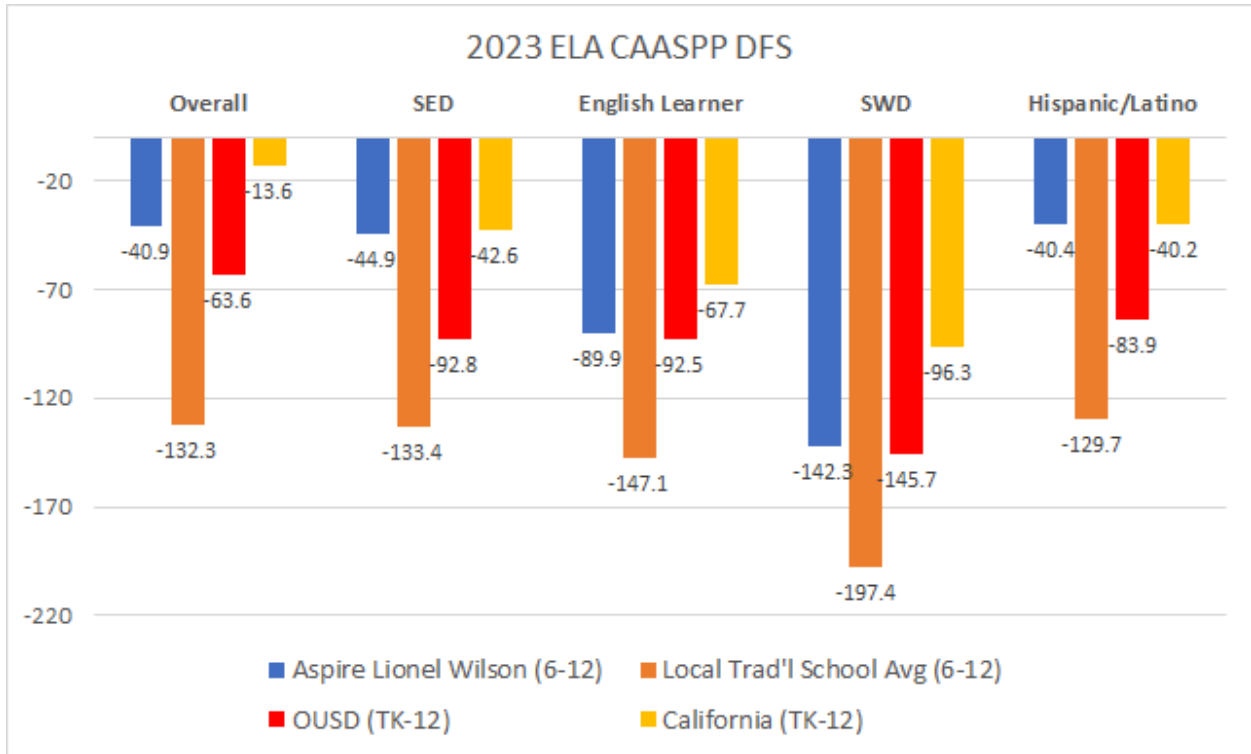
LWP’s better DFS performance is also generally reflected when presenting the data as the percentage of students that met or exceeded the test standard. (For more information, see *Charter Renewal Criteria: CAASPP - Percentage of Students Meeting or Exceeding Standard.*)

The Dashboard charts and graphs below show a comparison of the Aspire Lionel Wilson’s DFS performance and the average ELA/math performance of local traditional public schools our students would otherwise attend. Included are results for all students and for subgroups with numerically significant numbers of students tested at LWP: Latina/o/x students, Socioeconomically Disadvantaged Students, English learners, and Students with Disabilities (“SPED”). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not “numerically significant” for Aspire Lionel Wilson as defined by California Dashboard metrics.

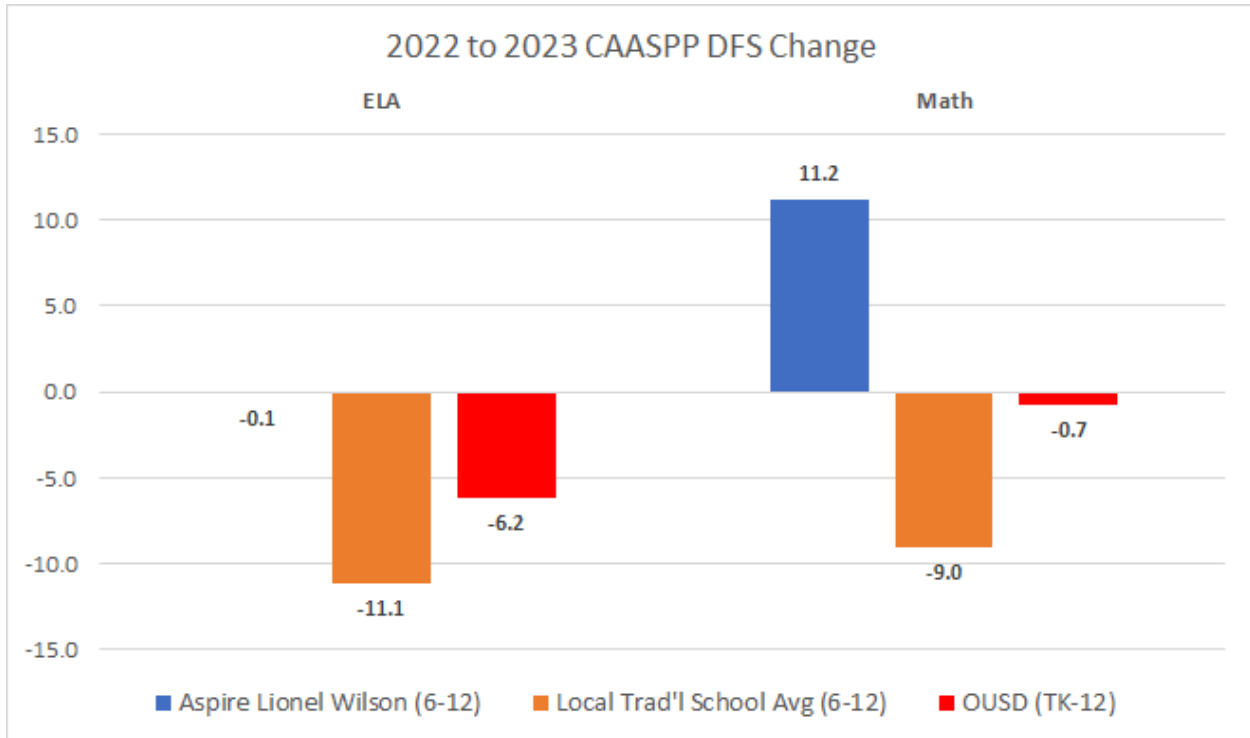
English Language Arts

⁶ California Department of Education. California School Dashboard: Academic Indicator. Accessed June 25, 2024 from <https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf>.

⁷ Included in the average performance are Elmhurst United Middle, Frick Academy of Language Middle, Coliseum College Preparatory Academy, Madison Park Academy 6-12, Castlemont High School, and Fremont High. See Appendix V for DFS data tables of the comparison schools and the calculated DFS averages.



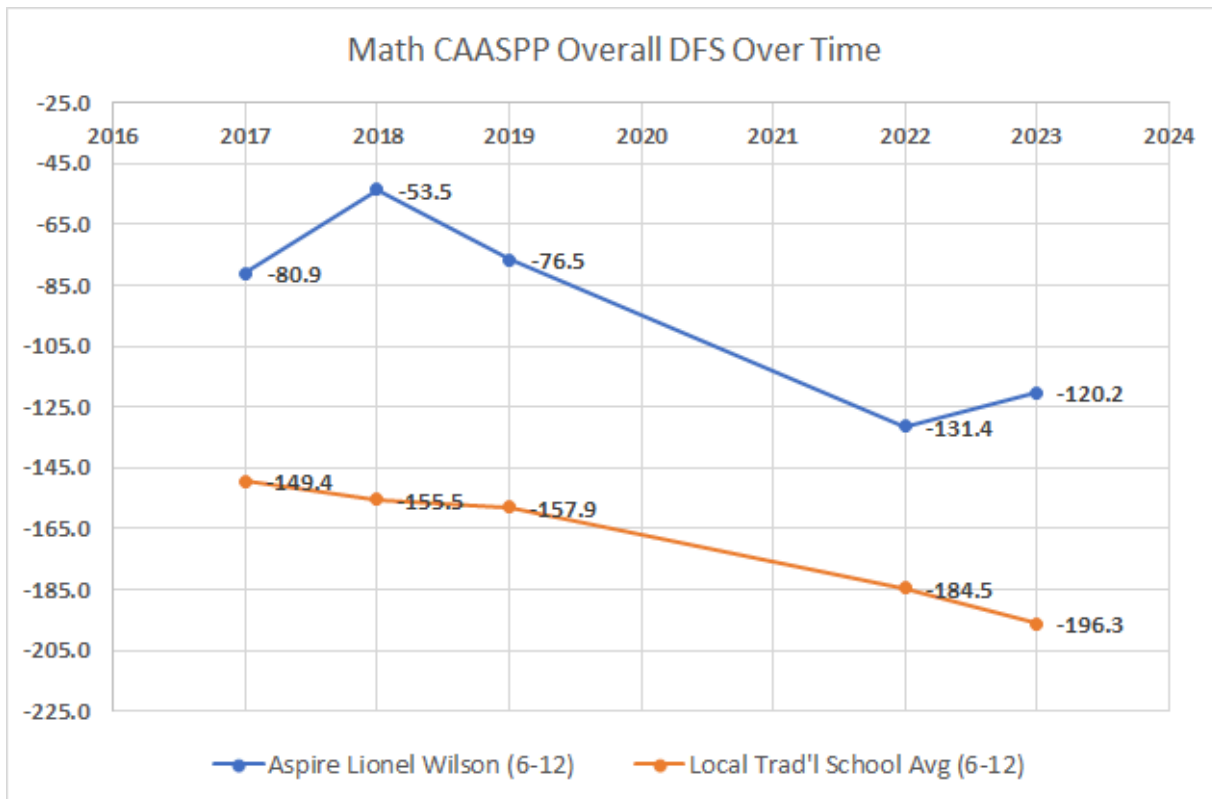
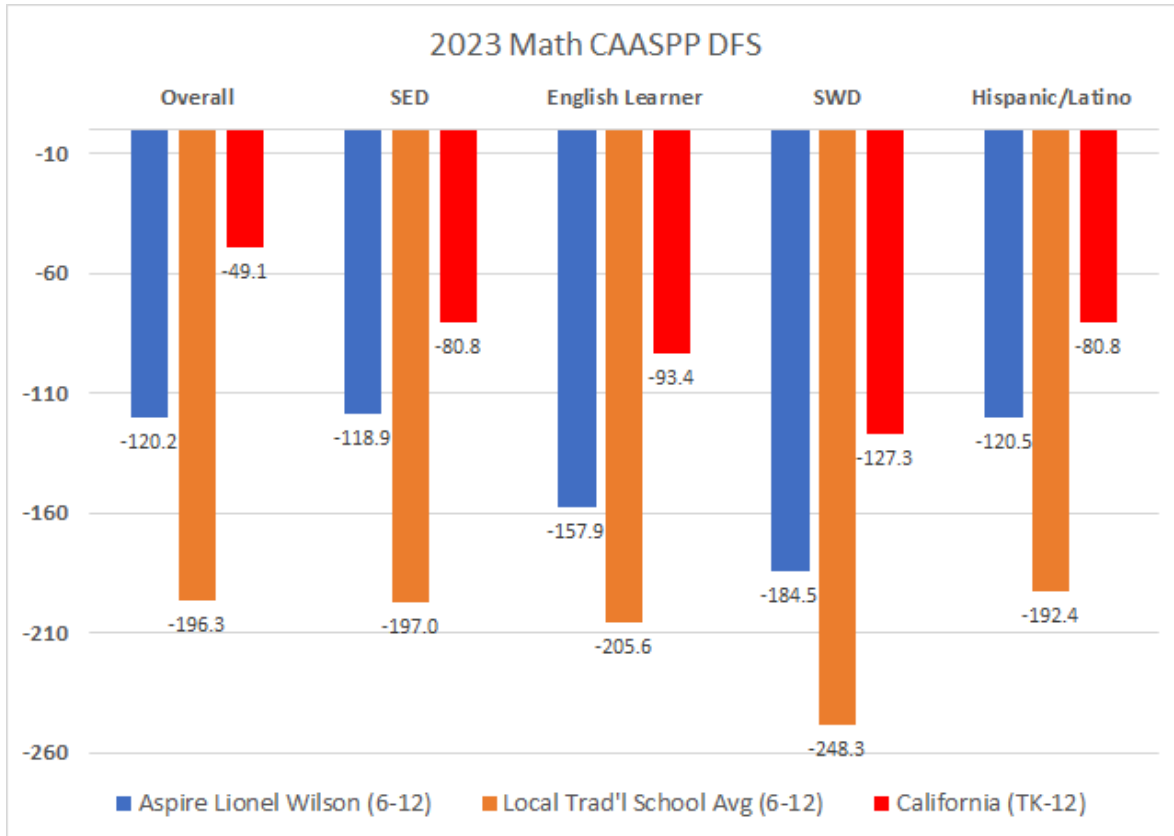
In 2023, the ELA CAASPP Distance from Standard score for Aspire Lionel Wilson is better overall and for all statistically significant subgroups than the average of the local comparison school group, and the district average. LWP’s scores for students overall (-40.9) and for Socioeconomically Disadvantaged students (-44.9) are better by about 90 points in comparison to the local comparison school averages (-132.3 and -133.4, respectively).⁸ As shown in the longitudinal chart above, LWP has had better ELA DFS scores consistently year over year in the last charter term. Moreover, the chart below reveals that the change in DFS from 2022 to 2023 is also better compared to the average score of the local school group and the district score.⁹



Mathematics

⁸ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

⁹ California Department of Education. California School Dashboards: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.



In 2023, the Math CAASPP Distance from Standard score for Aspire Lionel Wilson is better overall and for all statistically significant subgroups in comparison to the local traditional public schools serving similar grades and within a five-mile radius. The scores for students overall (-120.2) and for Socioeconomically Disadvantaged students (-118.9) are better by about 77 points in comparison to the local comparison school averages (-196.3 and -197.0, respectively).¹⁰ As shown in the longitudinal chart above (“Math CAASPP Overall DFS Over Time”), LWP has had better Math DFS scores consistently year over year in the last charter term. Moreover, the chart above (“2022 to 2023 CAASPP DFS Change”) reveals that the change in DFS from 2022 to 2023 is also better compared to the average score of the local school group and the district score.¹¹

While the relative performance on the 2023 Math CAASPP is higher, we acknowledge room for improvement based on the percentage of students that Met/Exceeded Standard. (For more information, see *Element 1: CAASPP - Percentage of Students Meeting or Exceeding Standard.*) The instructional leadership team attributes the gradual progress in math proficiency to the need for our math instruction to be more dialogical, aligned with priority standards, and focused on all core elements of mathematics. To that end, we continue to build on our math teachers' content knowledge of how procedural fluency, computational fluency, and conceptual understanding are intertwined when taught well alongside high-quality student-facing materials that are backward planned from priority standards rather than simply following the prescribed scope and sequence of the curriculum. With these improvements, we believe our students will have more planned opportunities to discuss mathematical concepts with peers, leading to more effective mastery of the daily objective.

Consequently, we attribute our 2023 improved math performance to a strategic focus on math that targeted professional development and coaching of our math team which included piloting of a new curriculum that better aligns to state standards, improved planning practices to produce high-quality materials, and implementing an internalization process focusing on priority standards. To improve our math performance, we have begun to take proactive steps by aligning Aspire Lionel Wilson’s program design with our regional Aspire Bay Area initiative, implementing new research-based mathematics practices, and focusing more on teaching conceptual knowledge of mathematics. Also, in the 2023-2024 school year, our region piloted a new high school mathematics curriculum, Savvas Mathematics, that endorses the conceptual application of knowledge and skills through problem-solving. Through the strategic use of

¹⁰ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

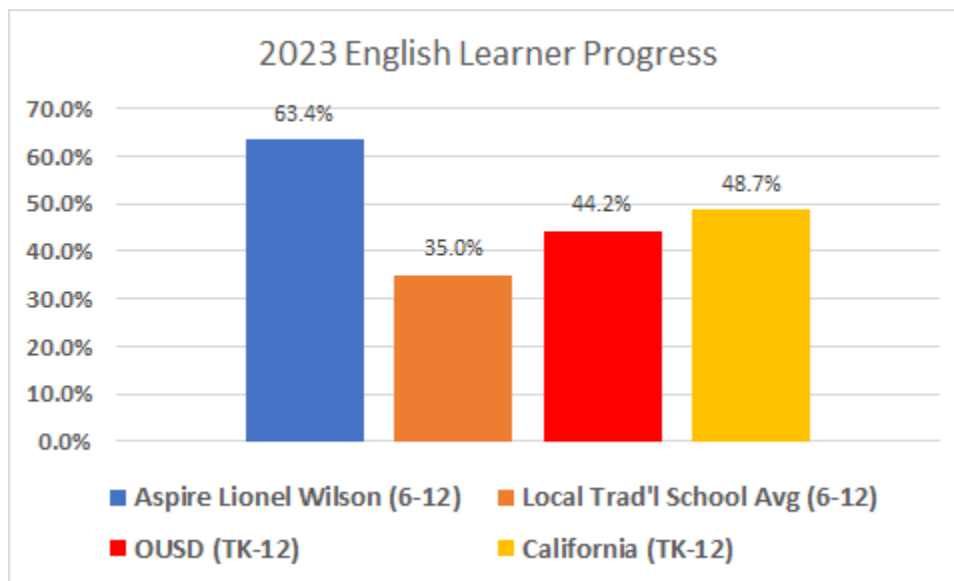
¹¹ California Department of Education. California School Dashboards: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.

technology and rich problem solving, we believe that the adoption of the new curriculum has begun providing students the opportunity to discover real-world connections between the math they are learning and their daily lives. For next year, we are planning more frequent math professional development to ensure fidelity of curriculum implementation.

Based on our efforts to improve our students' math performance, we are already seeing early signs of effectiveness. Our 2023-24 i-Ready and NWEA MAP verified data results reveal that our students are meeting each assessment provider's standard of minimum growth expectations. (For more information, see *Charter Renewal Criteria: LWP's Verified Data* in the petition.)

Dashboard: ELPI

On the 2023 Dashboard ELPI, Aspire Lionel Wilson achieved a blue color rating for its 63.4% rate, which outpaced the public school comparison group by 28.4 percentage points (35.0%), OUSD (all grades) by 19.2 percentage points (44.2%), and California (all grades) by 14.7 percentage points (48.7%).¹²



The 2023 rate represents a 27.4-percentage-point significant increase in our ELPI since the previous year's rate (36.0%); and a 34.4-percentage-point increase since our pre-pandemic 2019 rate of 29.0%.¹³

The results above are especially remarkable considering further context about our English learners. As a high school, a high ratio of our students, 17.7% in 2022-23, were classified as

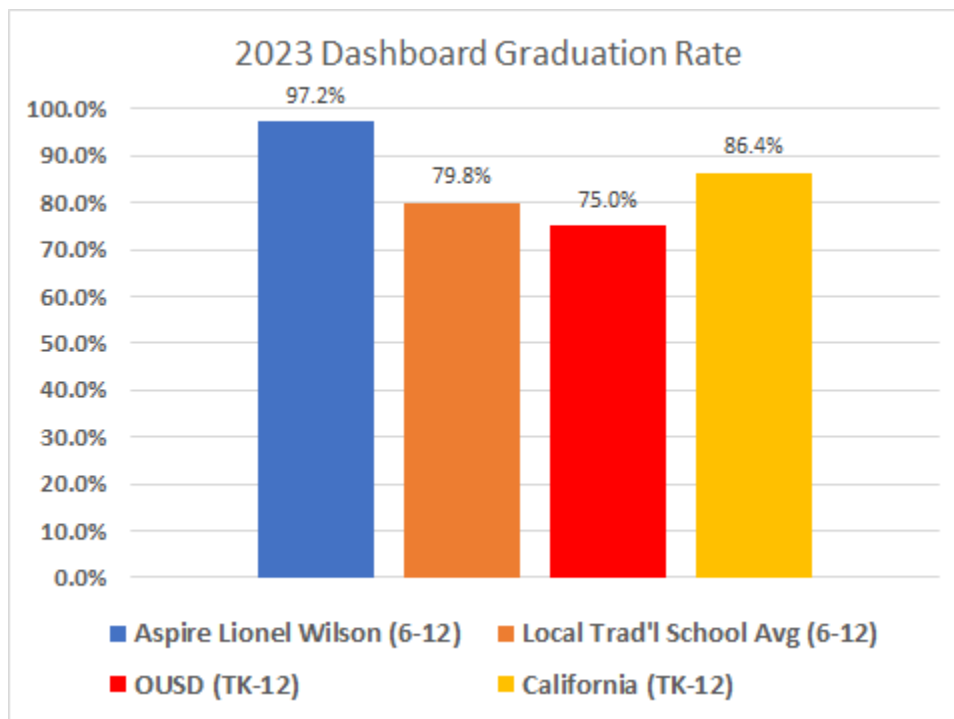
¹² California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

¹³ California Department of Education. California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.

Long-Term English Learners (“LTEL”) meaning they have been categorized as an English learner for six or more years in U.S. public schools and yet have not gained English fluency. In 2023, our percentage of LTELs was more than twice greater than that of OUSD (7.1%) and about 4 times greater than the percentage for the state (4.6%).¹⁴ As described in Element 1: Plan for English Learners, Aspire Lionel Wilson provides a comprehensive program of designated and integrated English Language Development, including the methodical use of data to update and revise plans to support students in their English Language Development. (For more details see *Element 1: Plan for English Learners* and Tab 1: Open Responses: 11. English Learner Programming in: *Charter Renewal Performance Report found in Appendix I.*)

Dashboard: Graduation Rate & College and Career Indicator

Graduation Rate

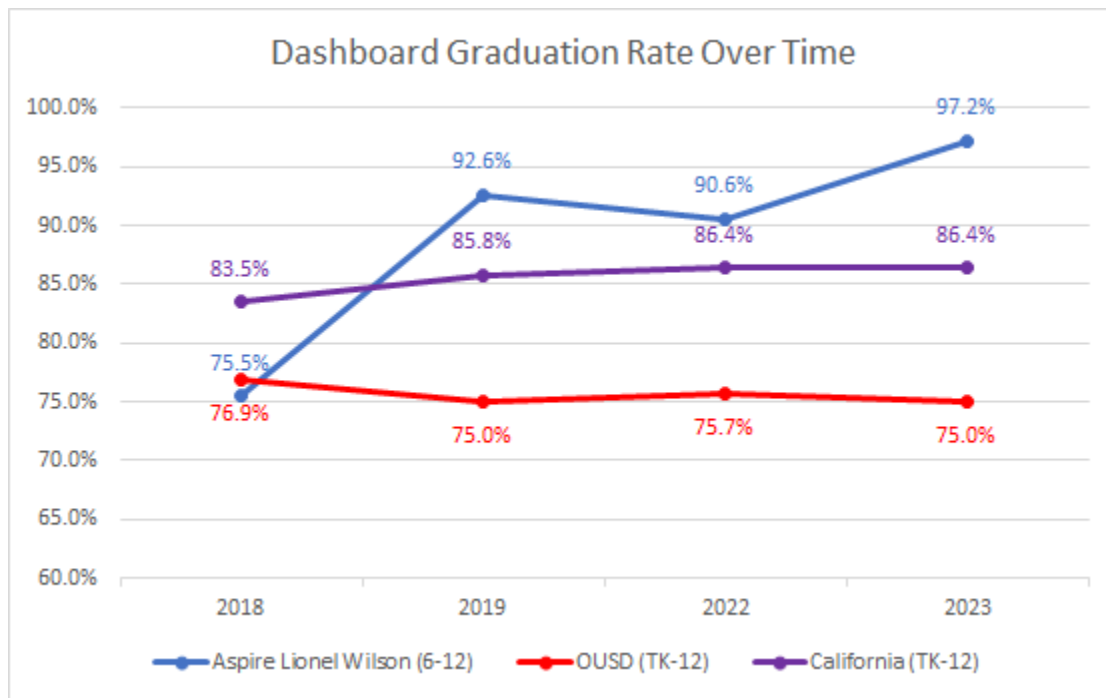


Based on the 2022-23 California School Dashboard, Aspire Lionel Wilson’s graduation rate of 97.2% is 17.4 percentage points higher than the 79.8% graduation rate average of the local public school group defined above; 22.2 percentage points higher than Oakland Unified School District’s rate of 75%, and 10.8 percentage points higher than the State’s (86.4%).¹⁵ Further,

¹⁴ California Department of Education. DataQuest: 2022-23 “At-Risk” and Long-Term English Learners (LTEL) by Grade. Accessed June 24, 2024 from <https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=01612590130666&aggllevel=School&year=2022-23>.

¹⁵ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

since 2019, LWP’s graduate rate has been higher compared to the rates for OUSD and California.¹⁶



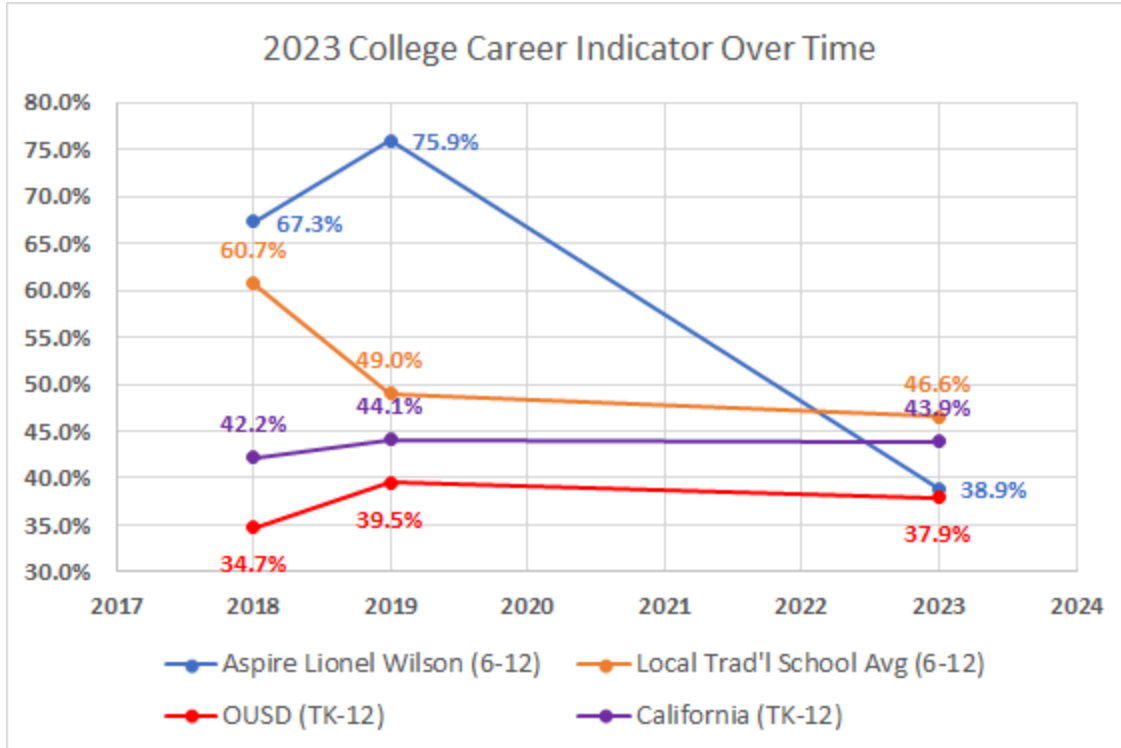
We are proud that LWP has achieved an increase to its graduation rate by 6.6 percentage points (90.6% to 97.2%) since the previous school year – all the while continuing to manage the persisting challenges of the COVID-19 pandemic.

College and Career Indicator

The Dashboard College/Career Indicator is a state indicator that represents the percentage of high school graduates who are prepared for college or a career. Criteria for calculating the CCI measure include passing/completion/attainment of Advanced Placement (“AP”) Exams, A-G, Career Technical Education (“CTE”) Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.¹⁷

¹⁶ California Department of Education. California School Dashboards: 2023, 2022, and 2019. Accessed June 25, 2024.

¹⁷ California Department of Education. College/Career Indicator. Accessed June 25, 2024 from <https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp>.



Based on the 2023 CCI data, 38.9% of LWP’s high school graduates were college/career-ready, which is 7.7 percentage points lower than the local comparison school group (46.6%), 1.0 percentage point higher than OUSD (37.9%), and 5.0 percentage points lower than the State aggregate (43.9%).¹⁸ However, in the pre-pandemic school years of 2019 and 2018 our CCI measures were greater than those of the district and the state by at least 31.8 percentage points across the board.¹⁹

We attribute the recent drop in our CCI rate to our recent focus on supporting students to recover from LWP students' pandemic learning loss by focusing supports on completion of core A-G requirements before inviting students to enroll in a local college course – limiting the criteria by which our students could be considered college/career-ready. LWP students have historically met the CCI bar by meeting A-G requirements and completing 1 or 2 college classes.

To boost the number of students qualifying as college/career-ready, in December 2023 we signed a College and Career Access Pathways Partnership Agreement (“CCAP”) between Aspire Public Schools and the Peralta Community College District to improve accessibility to college classes for our students. The CCAP has allowed the school to streamline communication with the Peralta Colleges and offer multiple college classes on our campus so students are able to

¹⁸ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

¹⁹ California Department of Education. California School Dashboards: 2023, 2019, and 2018. Accessed June 25, 2024.

complete two semesters of college coursework in order to meet prepared status on the College/Career Indicator.

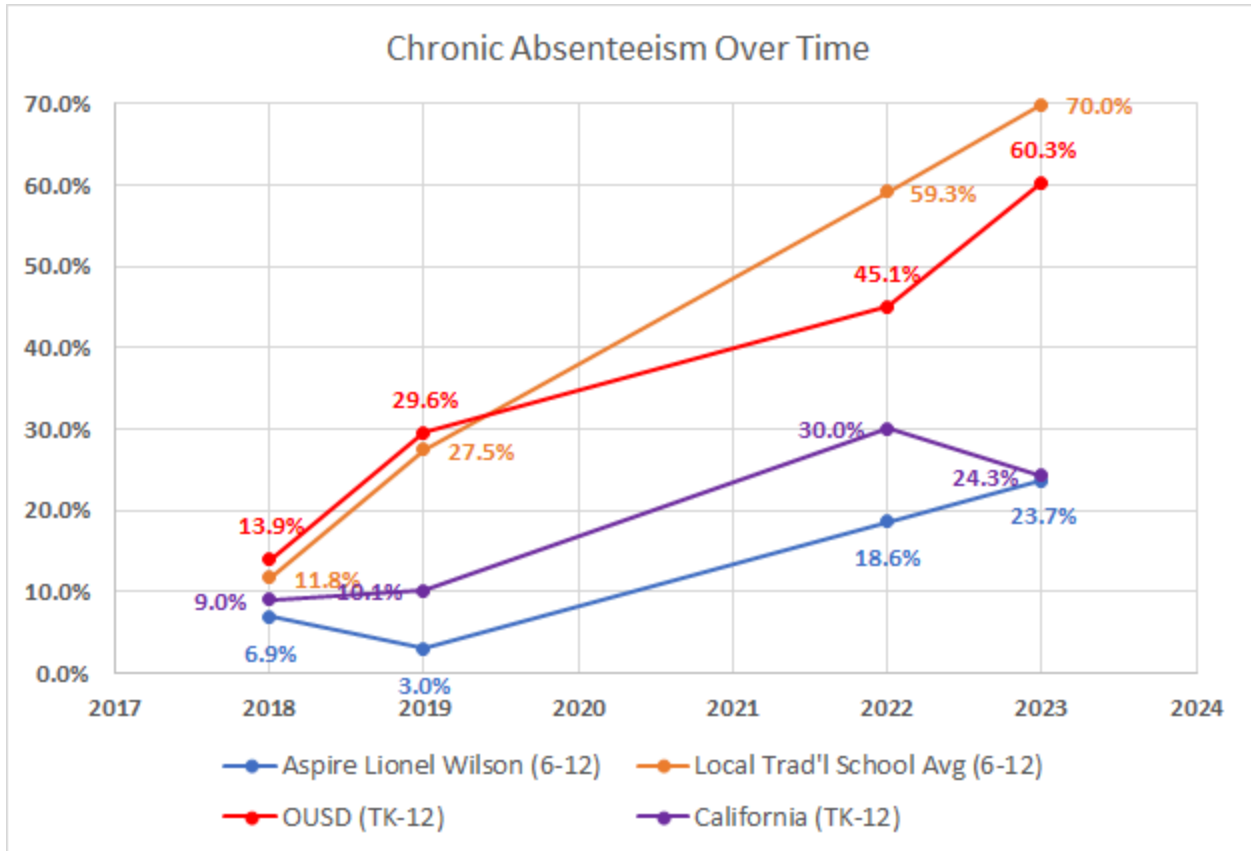
In the next charter term, we plan to also complete the design of and then implement a full CTE Engineering Design pathway, which will include specialization options and a capstone. This way, beyond college readiness, we will provide students even more opportunities to be prepared according to the CCI measure based on the career criteria.

Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. While, year over year, LWP's rates have been lower in the last charter term in comparison to the local traditional public school group, OUSD, and State; the school received a red 2023 Dashboard rating, signaling room for improvement. As a result of our efforts to combat pervasive absenteeism, LWP's 2022-23 Chronic Absentee rate is 23.7%, lower than the rates of the local comparison school average (70.0%), the district (60.3%), and the State (24.3%).²⁰ The table below shows that LWP consistently has relatively low rates year over year. However, as has been true for many schools nationally, our rate increased in comparison to recent prior years'.²¹

²⁰ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

²¹ California Department of Education. California School Dashboards: 2023, 2022, 2019, and 2018. Accessed June 25, 2024.



At LWP, we attribute the increase in chronic absenteeism to continued struggles related to the fallout of the COVID-19 pandemic. During 2023, our team collected survey information from families to better understand the root causes of Chronic Absenteeism for scholars. Families communicated that the most common reason for absences were related to illness and medical appointments. After medical necessity, the most commonly cited reason was family emergencies. In asking families to share what would motivate their child to have improved attendance, they expressed that more student life activities, better relationships among staff and peers, and more extracurricular activities were needed.

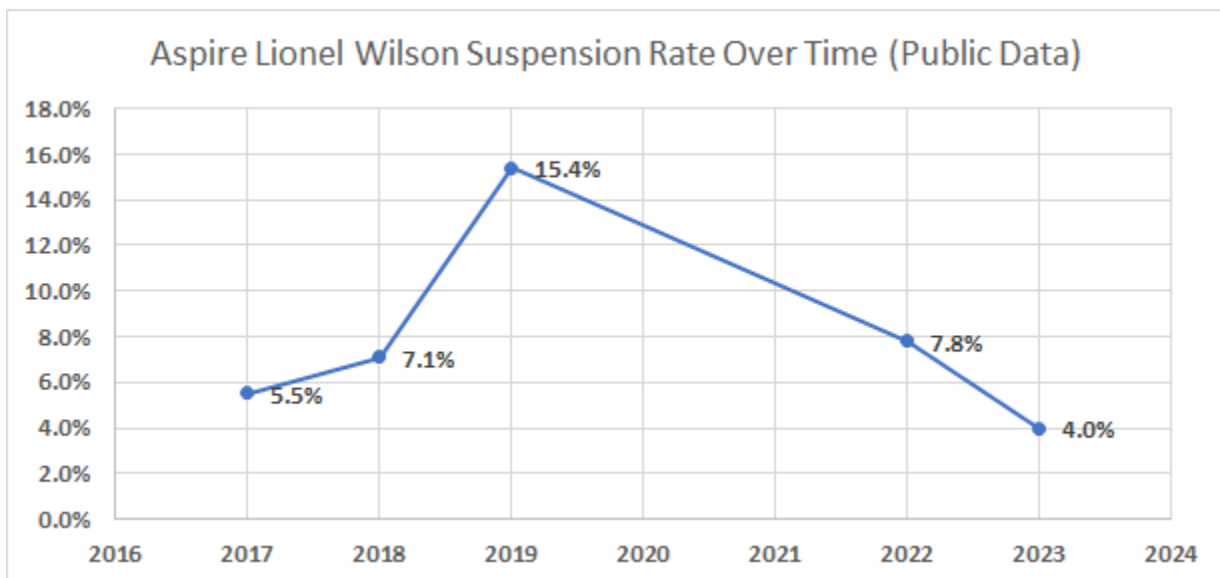
In response to feedback to chronic absenteeism, LWP has been engaged in the following actions: weekly attendance incentive raffles to celebrate students with excellent and improved attendance, and an increase in student life activities such as school dances, town halls, clubs, and athletics programs.

During the next charter term, we will continue to emphasize the importance of attendance with families and further build out our advisory program to support strengthening staff/student relationships and school culture. At LWP, our advisors within an advisory program are the first line of support for students. While the emphasis in advisory has primarily focused on social emotional learning and academic progress, we will augment our focus to have stronger

communication and coherence with our school Attendance Team which progress monitors student attendance.

Dashboard: Suspension

As shown on the 2023 Dashboard, LEP's 2022-23 suspension rate was 4.0%, the same as that of OUSD (4.0%, all grade levels, TK-12), and slightly higher than the State's (3.5%, also for all grade levels).²² While the 2023 rate is merely comparable to those of the District and State, it is improved compared to our rates for the previous four years for which there is publicly reported data on the Dashboard, as well as for the past *ten* years in which we have tracked the data internally.²³ Although the Dashboard does not include data for 2020 and 2021, the internal Aspire LWP data was 10.1% and 0%, respectively.



Measurements of Academic Performance – Verified Data

The law requires chartering authorities to consider verified data provided by middle performing charter schools showing measurable increases in academic achievement:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

²² California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

²³ California Department of Education. California School Dashboard: 2023, 2022, 2019, 2018, and 2017. Accessed June 25, 2024.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”²⁴ In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and updated that list in May 2023.²⁵ From the SBE-approved list of reliable assessments, the Charter School currently utilizes Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) and i-Ready to meet the verified data requirement.

LEP's Verified Data

Below we provide data and analysis on two of our verified data assessments to supplement the content above. The following presented academic achievement data is intended to show LWP making “at least one year’s progress for each school year,” as well as “strong postsecondary outcomes” in accordance with the legal renewal criteria framed above. The CDE has advised schools to follow publisher guidance to define “one year’s progress.”

LWP uses iReady for its middle school grades (6-8). In 2022-2023 and 2023-24, LWP met the 95% participation rate for all grades in Reading and Math. This high participation rate is a strong indicator of student engagement and the effectiveness of our teaching methods. The final recommended guidance from the publisher of i-Ready is the minimum median growth targets for the grade spans shown below.²⁶

²⁴ Education Code Section 47607.2(c)(1)

²⁵ California Department of Education. Academic Progress and Postsecondary Indicators. Accessed June 25, 2024 from <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>.
²⁶ i-Ready (2023). Using *i-Ready Diagnostic* as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8: 2023-20234 School Year. Accessed June 25, 2024 from https://i-readycentral.com/download/?res=126178&view_pdf=1.

In previous years, i-Ready’s guidance has noted that for a school to have met Typical Growth, the *median percent toward growth* should be no less than 100%. This does not account for the difference between the student’s observed growth and the student’s true growth. i-Ready proposes that we account for this difference by using a median percent toward Typical Growth that incorporates error, which results in targets that are below 100% but that still reflect likely “true ability” consistent with psychometric theory. Accounting for measurement error in assessment measures, particularly those used for “high stakes” purpose, is a common technique used across the field of psychometrics, so the new guidance that is proposed for the 2023–2024 school year advances the already-robust measurement approach used by California charter schools in the past.

The recommended targets are generalized for Grades K–5 and Grades 6-8. Although individual grade-specific targets may be technically more precise, they lack practicality in implementation. For this reason, grade-banded guidance that generalizes across the grades commonly associated with elementary school (K–5) and middle school (6–8) are

	Grades K-5	Grades 6-8
Math	80%	60%
Reading	75%	45%

LWP uses NWEA for its high school grades (9-12). In 2022-23 and 2023-2024, LWP met the 95% participation rate. The recommended target from the publisher of NWEA MAP for defining progress is achieving between -1.0 and 1.0 score on the Conditional Growth Index (CGI)²⁷, which represents the range within which the growth of the majority of similar students will fall. A 0 CGI score indicates a student showed the same amount of growth as the national growth norm on the Conditional Growth Index. As NWEA publishes, “a CGI score of 1.0 means a student’s growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student’s growth is one standard deviation below the growth norm.” NWEA has said that “CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”²⁸

i-Ready

Overall, LWP has exceeded i-Ready’s standard of minimum growth expectations in math and ELA, and across all our tracked subgroups and grades. This is because, with few exceptions, the median percentages of annual growth exceed the minimum targets set by i-Ready. We acknowledge that in the 2021-22 school year, the median numbers are slightly below target. However, by 2022-23 and 2023-24, those figures have grown – signaling that the work to improve our math model has been effective so far. For details on our specific efforts to improve our math performance, see *Charter Renewal Criteria: Dashboard: English Language Arts and Math*.

recommended. The resulting final recommended guidance, featured in Table 1, is reproduced below: [Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8](#)

27 According to the [NWEA website](#), “the conditional growth index (CGI) is an indicator of how much individual student growth deviates from the student growth norms. It is different from the growth index because the CGI indicates how many standard deviation units above or below the growth norm a student’s growth actually was, while the growth index simply indicates how many RIT points [a measurement scale developed to simplify the interpretation of test scores] the student grew above or below the growth projections.

Since the CGI is expressed in standard deviation units instead of RIT scores, it is a “standardized” metric. This means that you can use the CGI to compare students across grades, subject areas, and achievement levels.”

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LWP iReady Median % of Typical Annual Growth						
	21-22		22-23		23-24	
	Math	ELA	Math	ELA	Math	ELA
Schoolwide	77%	145%	108%	159%	136%	129%
Grade 6	72%	123%	108%	179%	136%	134%
Grade 7	69%	130%	108%	159%	167%	106%
Grade 8	108%	217%	100%	144%	100%	139%
FRL	43%	158%	111%	184%	131%	129%
MLL	117%	68%	80%	149%	104%	211%
SpEd	140%	159%	129%	105%	221%	118%
Black	89%	154%	179%	80%	200%	29%
Latinx	77%	144%	107%	175%	133%	133%

NWEA MAP

Our NWEA MAP data results show similar trends to those of i-Ready. All student subgroups demonstrate achievement within the NWEA recommended range between -1.0 and 1.0 on the Conditional Growth Index. Additionally, all student subgroups except one in math (SPED Gr 10 in math) and one in ELA (Latina/o/x Gr 9 in ELA) demonstrate achievement within -.2 and .2 (or greater), which represents one’s year progress as defined by NWEA.

LWP NWEA MAP Conditional Growth Index						
	21-22		22-23		23-24	
	Math	ELA	Math	ELA	Math	ELA
Schoolwide	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9	-0.47	1.23	1.70	0.14	1.52	-0.01
Grade 10	0.08	2.37	0.64	1.26	1.62	-0.14
Grade 11	2.10	0.99	2.04	1.86	1.29	0.83
FRL - G9	-0.47	0.85	1.65	0.38	0.55	1.24
FRL - G10	-0.22	2.03	0.60	1.04	0.35	1.84
FRL - G11	2.15	0.59	2.59	1.88	0.37	1.45
MLL - G9	-2.03	0.88	4.60	1.39	*	3.22
MLL - G10	0.65	4.11	-0.38	2.09	*	*
MLL - G11	0.95	0.41	2.12	2.84	*	*
SpEd - G9	*	*	*	*	*	*
SpEd - G10	*	*	1.79	2.18	-0.91	8.35
SpEd - G11	*	*	*	*	1.51	1.77
Latinx - G9	-0.26	1.22	1.70	0.14	0.80	-0.39
Latinx - G10	0.03	2.42	0.54	1.07	1.57	0.26
Latinx - G11	2.15	0.99	2.14	1.86	1.07	0.68

CAASPP - Percentage of Students Meeting or Exceeding Standards:

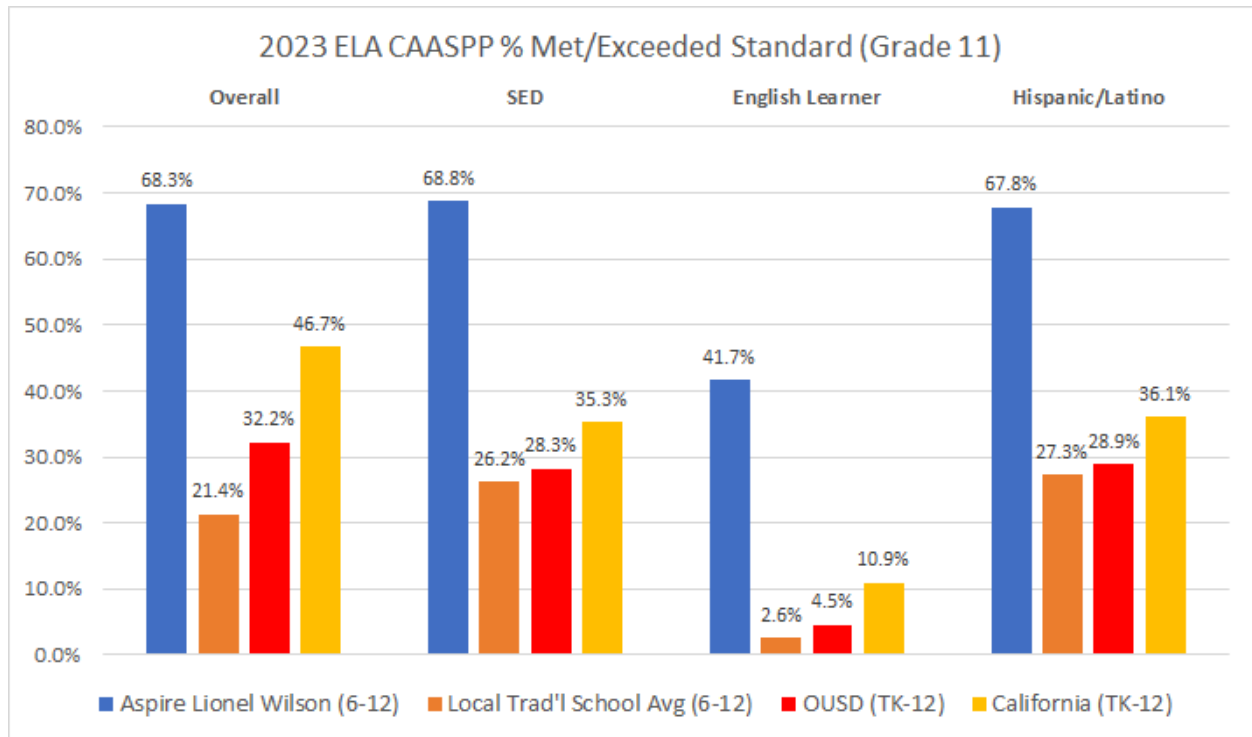
Next, we present and describe data based on the percentage of students who Met or Exceeded grade-level content standards on the CAASPP in ELA and Math. This metric allows grade-level comparisons between schools, the District, and state because the publicly available CAASPP data is available by grade.

When comparing aggregate Grade 6-8 rates with the rates for Grade 11, the Aspire Lionel Wilson data suggests that in English and science our students perform better the longer they are at our school. This is demonstrated in the sections that follow by the greater percentage of students meeting or exceeding Standard in Grade 11 compared to performance in Grades 6-8.

Math and ELA 2023: Grade 11

With regards to 2023 ELA CAASPP Met/Exceeded rates, Aspire Lionel Wilson’s percentage overall for 11th graders is 68.3%, 36.1 percentage points higher than the performance of

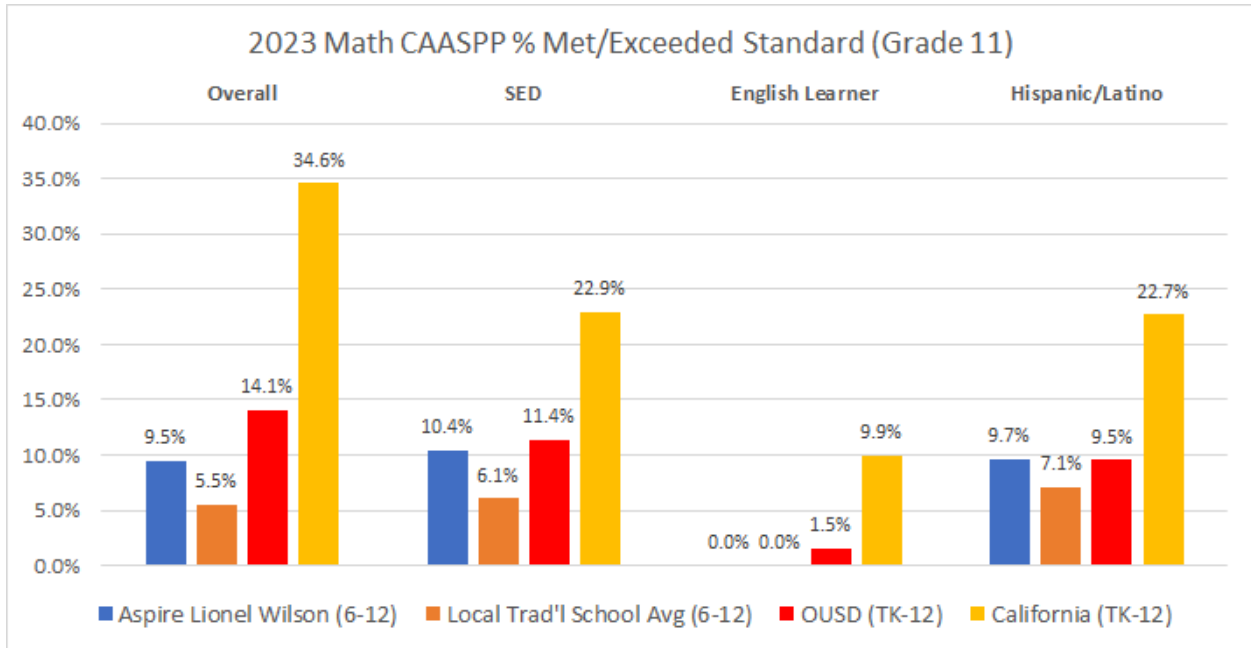
OUSD's 11th graders (32.2%), and 21.6 percentage points higher than the State's 11th graders (46.7%).²⁹



In Math 2023, the grade 11 LWP student rate (9.5%) was greater in comparison to the average of local traditional public schools with shared grade spans and within a five mile radius (5.5%), but lower in comparison to the rates for the district (14.1%) and State (34.6%).³⁰

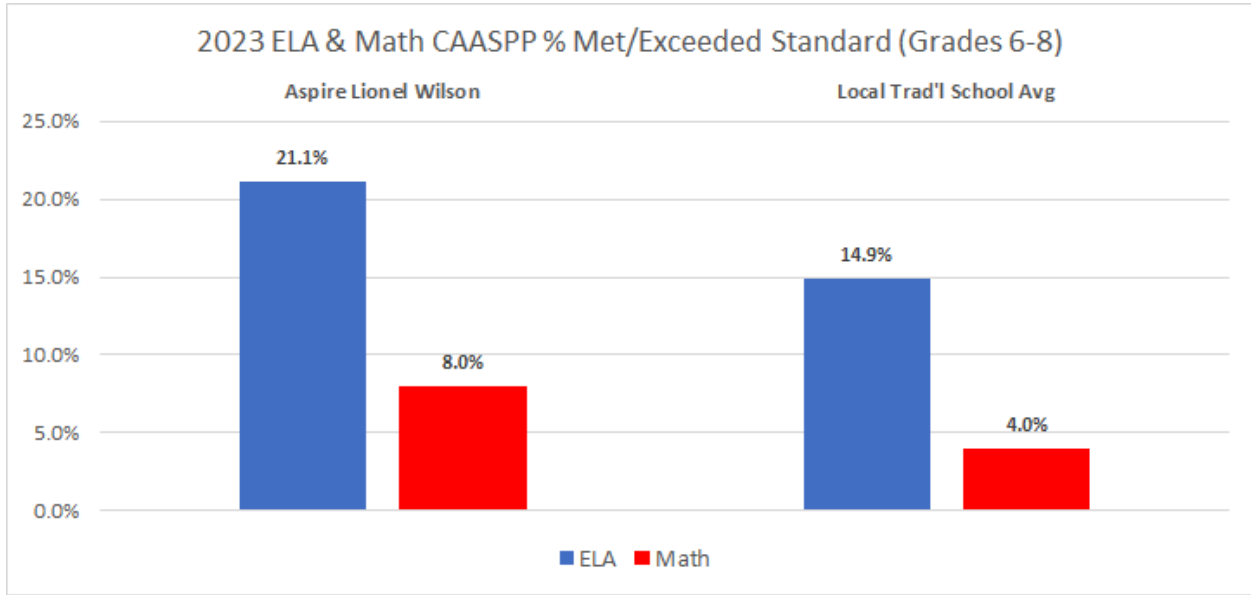
²⁹ California Department of Education. Test Results for California's Assessments. Accessed June 25, 2024.

³⁰ *Ibid.*



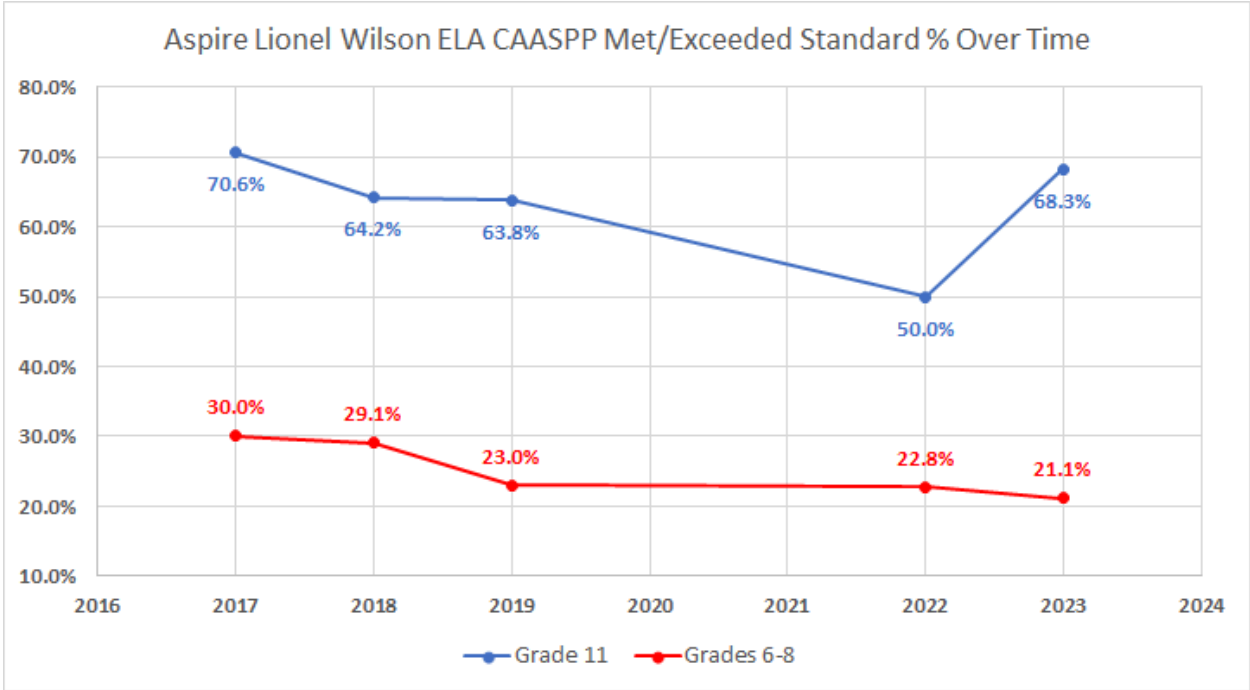
Math and ELA 2023: Grades 6-8

In our analysis, we also took the raw data for met/exceeded rates for students in Grades 6-8 to come up with an aggregate 6-8 rate for LWP, the local public resident schools, the district, and the State. For the calculations behind the 6-8 rates for local span schools extending beyond grades 6-8, see Appendix VI.



Regarding 2023 ELA CAASPP Met/Exceeded rates, Aspire Lionel Wilson’s percentage overall for 6-8th graders is 21.1%, 6.2 percentage points greater than the performance of the local

comparison school group (14.9%); in Math LEP's percentage is 8.0%, 4.0 percentage points greater than the performance of the local comparison school group (4.0%). While the rates are higher for LWP compared to the defined set of local traditional public schools, the middle school figures are lower compared to those for the district and State. That said, the graph below shows the longview of how our Grade 11 scholars consistently perform better in ELA than our students in Grades 6-8. This trend implies that the longer students are enrolled at Aspire Lionel Wilson, the better they perform in ELA as they advance in grades over time.³¹



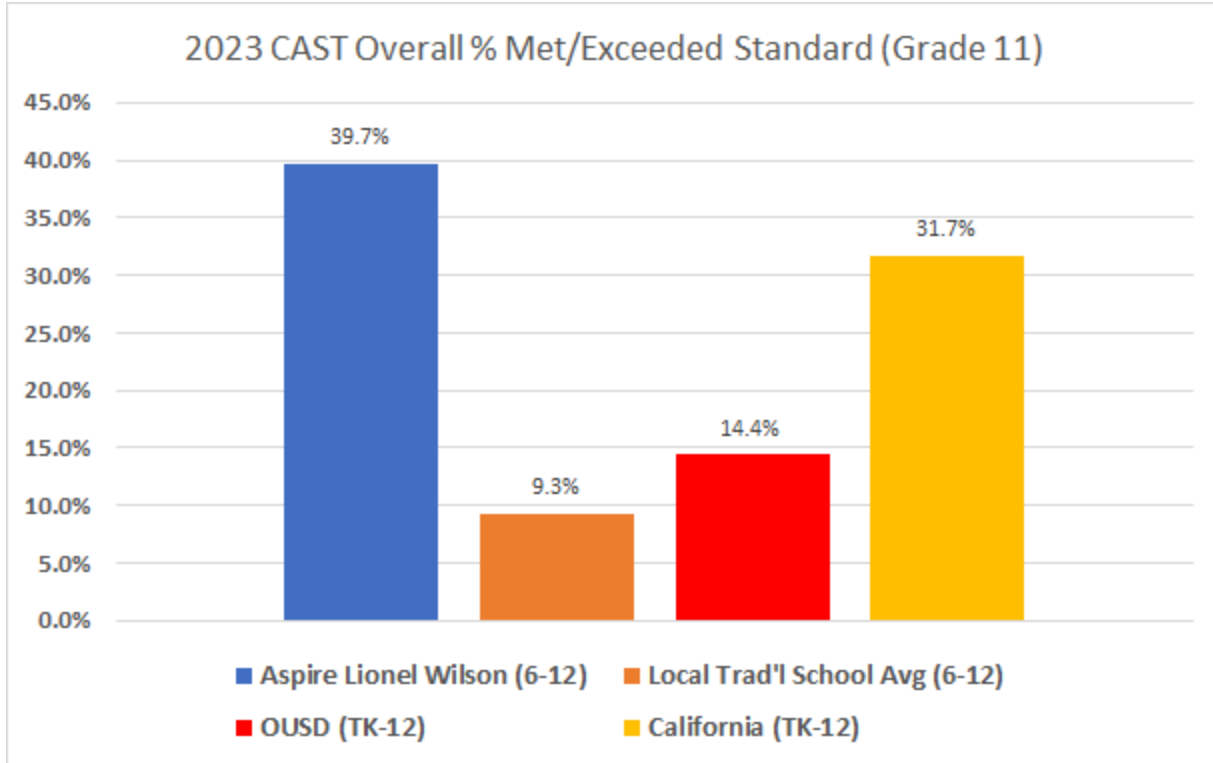
Science

On the California Science Test (“CAST”), a similar trend emerges of our 11th graders outperforming our middle schoolers who take the test in Grade 8.

In 2023 on the CAST, while LOOPs 8th grade rate was 7.7%, lower than the rates of the District (20.6%) and State (28.8%), the percentage of LWP 11th graders that Met or Exceeded Standard was 39.7%, 25.3 percentage points greater than the district rate (14.4%), and 8.0 points greater than the California rate (31.7%).³²

³¹ Ibid.

³² Ibid.



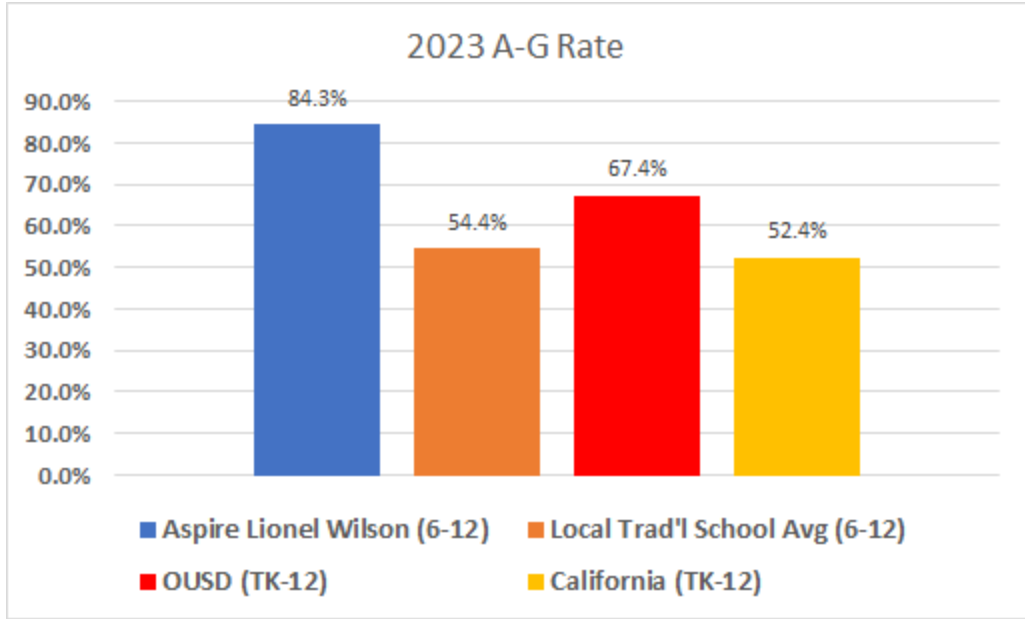
Other Measures

A-G Completion

LEP's 2023 A-G rate (84.3%) was 16.9 percentage points higher than that of OUSD (67.4%), 29.9 percentage points higher than the State's (54.4%).³³ While LOOPs A-G rate has dropped since the pandemic, it has increased over the last two years (63.2% in 2022 and 65.% in 2021).³⁴

³³ California Department of Education. California School Dashboards: 2023. Accessed June 25, 2024.

³⁴ California Department of Education. California School Dashboard: 2023, 2022, and 2021. Accessed June 25, 2024.



Reclassification

While recent reclassification rate data is not publicly available yet on the CDE website for 2023 and 2022, below we report our annual rates for the last charter term.³⁵ (The data from 2022-23 and 2021-22 is internal data.) Since the pandemic school year 2020-21, our EL reclassification rate has steadily increased to 39.8% for the 2022-2023 school year.

<i>School Year</i>	Aspire Lionel Wilson EL Reclassification Rate
<i>2022-23</i>	39.8%
<i>2021-22</i>	16.4%
<i>2020-21</i>	0.0%
<i>2019-20</i>	23.7%
<i>2018-19</i>	3.5%
<i>2017-18</i>	23.0%
<i>2016-17</i>	10.9%

35 California Department of Education. EL Reclassification Data. Accessed June 25, 2024 from <https://www.cde.ca.gov/ds/ad/filesreclass.asp>.

Balance of Racial and Ethnic Pupils

Academic Year	African American	Asian	Latina/o/x	Pacific Islander
2023-24	4.2%	0.5%	94.1%	0.5%
2022-23	2.0%	0.7%	97.1%	0.0%
2021-22	2.7%	0.8%	94.8%	0.8%
2020-21	4.0%	0.8%	94.1%	0.4%
2019-20	3.2%	0.8%	91.8%	0.4%
2018-19	4.4%	0.4%	93.9%	0.6%
2017-18	4.1%	0.2%	94.4%	0.8%

In accordance with law, LWP strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.³⁶ Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. In comparison to the racial and ethnic balance of the general population residing within Oakland Unified, the data shows a greater ratio of Latina/o/x students enrolled at LWP.

Subgroup	Overall Population³⁷	Oakland Unified School District³⁸	Aspire Lionel Wilson³⁹
<i>Total</i>	436,504	45,086	406
<i>Latina/o/x</i>	26.6%	50.2%	94.1%
<i>White</i>	29.0%	10.1%	0.0
<i>Asian</i>	15.9%	9.4%	0.5%

³⁶ California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=01612590130666&aggllevel=school&year=2023-24>.

³⁷ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from [QuickFacts Oakland city, California](https://www.census.gov/quickfacts/oakland-city-california).

³⁸ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&aggllevel=district&year=2023-24>.

³⁹ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=01612590130666&aggllevel=school&year=2023-24&ro=y>.

<i>Black or African American</i>	21.8%	20.0%	4.2%
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The enrollment of Black or African American students at LWP has historically been lower than at Oakland Unified. In an effort to shift the racial/ethnic balance in the past two years, LWP has been attending school recruiting events where there is a greater number of Black students. To support our current Black students, the school leadership team has directly addressed the culture on campus to create a welcoming and supportive environment for Black Scholars. To this end, the school has heavily supported the Black Student Union and has developed a Diversity, Inclusion, Equity, and Anti-Racism policy, focused on culturally responsive practices. In addition, the school administrative team has created structured protocols to respond to any and all incidents of anti-Black hate speech on campus. For even more details on our efforts to enroll a racially/ethnically diverse student population, see Tab 1: Open Responses: 3. Diversity of Student Enrollment in the Charter Renewal Performance Report found in Appendix I.

Element 1: Educational Program

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

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

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

Local Control Accountability Plan (LCAP)

The Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

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

- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

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

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying

Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

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

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

Student Enrollment and Grade Levels Served

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

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
6	46	60	70	84	90
7	62	50	62	80	90
8	55	62	54	64	90
9	64	65	66	64	64
10	63	60	66	64	64
11	59	65	62	64	64
12	62	58	60	60	60
Total	409	420	440	480	522

Maximum Enrollment for Charter Term: 522 students

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Special Education

Plan for Students with Disabilities

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

The Charter School is its own local educational agency (“LEA”) for purposes of special education, and holds membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA. Proof of LEA SELPA membership status is attached in Appendix VII.

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

Services for Students under the IDEA

In accordance with state and federal law, and applicable policies and practices of the SELPA, each student eligible under IDEA will be provided a free and appropriate public education in the least restrictive environment ("LRE"). No student shall be denied admission to the Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers.

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

In the IEP process, general education teachers, specialists, administrators, students, and parents work together to share information and create the Individualized Education Program that addresses the student's unique learning needs and supports and services related to a student's disability. The IEP may include specialized academic instruction, related services, classroom

accommodations or specific supports which will enable a student to progress towards learning or social/emotional/behavioral goals in the least restrictive environment.

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

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

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

- Smarter Balanced Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to

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

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

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA

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

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

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

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

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

As the LEA, the Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the SELPA. Specifically,

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

LEA Assurances

The Charter School makes the following assurances:

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

special education services to eligible children with disabilities, as required by the Education Code and the IDEA. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

- Assessments - The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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

Community Need for Aspire Lionel Wilson College Preparatory Academy

Aspire Lionel Wilson College Preparatory Academy is nestled in the historic community of Sobrante Park, a small part of Oakland, California. Oakland, with its roots dating back more than 5,000 years to the Ohlone Native People, is a vibrant city today, boasting a diverse mix of

cultures and languages. The U.S. Census population estimates reveal a mosaic of demographics: 26.6% Latina/o/x, 21.8% Black or African-American, 32.3% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% First Nations Native People, with 26.3% foreign-born and 38.8% speaking a language other than English at home.⁴⁰

In addition to being diversity rich, Oakland is known for the arts and creative spirit that often reflect a strong sense of community and activism. While rich in diversity and culture, many families of Oakland and the Aspire Lionel Wilson community face significant economic challenges. The median annual household income for Oakland residents is \$94,389, but 14% of families have lived below the federal poverty line in the past 12 months.⁴¹ It's important to note that in 2023, the federal poverty line for a four-person household is just \$30,000.⁴² According to the Living Wage Calculator, a project of MIT Professor Dr. Amy K. Glasmeier, a family of four in Alameda County with two working adults needs to earn \$158,118 annually to cover their family's basic needs without public assistance.⁴³ This equates to \$38.01/hour per adult; the federal poverty line rate is just \$16.00/hour. In other words, more than half of the city's families live in poverty based on the economic realities of the area. Notably, 18.5% of local adult residents have attained a high school degree or less, highlighting some of the uphill battles many face in the community. For Aspire Lionel Wilson College Preparatory Academy families, the financial barriers are even more pronounced as approximately 85% of students qualify for free or reduced price meal services.

Aspire Lionel Wilson College Preparatory Academy is more than just a school; it's a beacon of hope in the community. In 2023, the U.S. News and World Report recognized LWP as a top 100 high school in the state of California. Since its inception on September 3, 2002, it has been a symbol of the community's resilience and determination to overcome economic challenges by leveraging education. Named after Lionel Wilson, the first African-American mayor of Oakland, Lionel Wilson Academy has been a staple in the community, providing a high-quality education and a safe haven for families.

The students and families that LWP serves live primarily in the surrounding community. The demographics of the school's home neighborhood, Sobrante Park, are a vibrant mix, predominantly Black and Latina/o/x, reflecting the rich diversity of our community.

Aspire Lionel Wilson College Preparatory Academy's primary goal is to provide all students with an exceptional education that equips them to excel inside and outside the classroom as a

⁴⁰ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from <https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia/TAW120217>.

⁴¹ *Ibid.*

⁴² HealthCare.gov. Federal Poverty Level. Accessed June 25, 2024 from <https://www.healthcare.gov/glossary/federal-poverty-level-fpl/>.

⁴³ Living Wage. What is a living wage and how is it estimated? Accessed June 25, 2024 from <https://livingwage.mit.edu/pages/methodology>.

catalyst for positive change. LWP is committed to achieving this goal by offering a community school approach to its programming that provides standards-based core curricula, high quality professional learning structures for staff, an inclusion model for scholars with learning exceptionalities, college and career programming, CTE pathway programming (Design for Social Change: An Engineering CTE pathway), work-based learning, extracurricular activities, personalized learning opportunities, and a small school environment that allows school staff to deeply know the students. The school's focus is not just on academic excellence but also on preparing students for the future beyond LWP. LWP firmly centers the idea that education is a powerful tool for collective liberation.

LWP aims to fulfill a holistic community-based educational model – honed over 25 years – which includes elements such as student academic ownership via structured discussions and authentic dialogue to drive deep, transferable learning outcomes. LWP provides comprehensive support to ensure students complete core courses aligned to the UC/CSU A-G requirements and earn credits for college courses. The restorative justice-aligned discipline system and extensive social-emotional learning competencies are also taught and practiced throughout the school day and during the Advisory period. Beyond the core instruction, the school prepares its students for careers through the work-based learning continuum, including internships, job shadowing, and developing career competencies. LWP strategically prepares scholars for college, career, and life.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

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

Aspire Public Schools Mission

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

Aspire Public Schools Values



- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- **Culture of Belonging:** We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other’s differences, and approach one another with empathy and understanding—no matter one’s background or cultural history. Each person is valued and has a place in this community.
- **Community Partnership:** We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.
- **Agency + Self-determination:** Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- **Joy:** We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

Equity Focus

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

We live in a society that provides some groups more or fewer opportunities based solely on factors they do not control. Aspire was founded to address the long-standing inequities in K-12 education. Every part of our vision to prepare and empower students to build a fulfilling and liberated future for themselves and their communities lives and breathes the mandate to address these inequities. As an organization, we continue to devote significant resources of time

and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students, schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work. Since the overwhelming majority of our students are Latina/o/x, when we say that we are using an equity lens to evaluate outcomes and actions we are typically referring to these particular populations.

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

Commitment Statement	School Practices or Model Elements
<p>Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).</p>	<ul style="list-style-type: none"> ● Multi-tiered System of Supports (“MTSS”) ● “What I Need” (WIN) Period: credit recovery, electives, dual enrollment, internships, ELD, intervention, etc. ● Aspire Student Learning Framework; rubric for teacher practice and coaching ● Additional support structures and programming for ELs, such as our designated ELD program
<p>Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.</p>	<ul style="list-style-type: none"> ● Culturally responsive teaching ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Student academic ownership, <i>e.g.</i> via dialogic learning
<p>Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.</p>	<ul style="list-style-type: none"> ● Optional CTE Pathway ● Work-place learning ● Internships ● Community-based programming, <i>e.g.</i> Advisory, WIN Period
<p>Engage families as partners in meaningful ways in our work.</p>	<ul style="list-style-type: none"> ● Student Support Teams ● English Language Learning workshops

	<ul style="list-style-type: none"> for families ● Student-led family conferences ● Community events
Build the capacity of diverse teams that are more reflective of our students.	<ul style="list-style-type: none"> ● Equity-based professional learning ● Diverse hiring panels ● Aligned Aspire pre-hiring alignment prior to hiring process for school leaders
Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.	<ul style="list-style-type: none"> ● Social and emotional learning via RULER curriculum ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Mental health programming ● Safety/Crisis team meetings and crisis debriefs ● Lead teacher teaming structures ● Teacher coaching structures
We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.	<ul style="list-style-type: none"> ● Black Student Union ● Aspire Bay Area Diversity, Equity, and Inclusion Council ● Pro-Black Coordinator programming ● Racial Affinity Groups ● Aligned Regional Aspire Culturally Responsive Professional Development

LWP’s Commitment to Diversity, Belonging, and Anti-Racism

At Aspire Lionel Wilson College Preparatory Academy, we are dedicated to being a community where all scholars, staff, and families can thrive and celebrate their race, class, sexual orientation, religion, gender identity, neurodivergence, or disability.

We recognize that the foundation of schooling in the United States is rooted in a history of white supremacy, and to be a school genuinely committed to collective liberation, we must do the difficult work of recognizing and dismantling all systems of oppression. We also acknowledge that this work is not easy and that we cannot do it alone.

Lionel Wilson College Preparatory Academy affirms its commitment to recognizing, addressing, and eradicating racism and oppression. We focus on engaging and collaborating in learning, teaching, and ways of being that challenge oppressive and unjust forces. We work to reduce racial injustices within our school community and the broader community. Our work by staff and administrators are determined to end oppression in all its forms and to empower our students toward this collective goal.

We acknowledge that regardless of race or ethnicity, individuals are at various points along an anti-racist journey. As a community dedicated to anti-racism and anti-oppression, we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, gender identity, sexual orientation, and other protected identity markers and the impact(s) they have on students, staff, and families.

Aspire Lionel Wilson College Preparatory Academy will continue to educate and address students and staff behavior that creates an unsafe educational environment by proactively:

- Sharing our anti-oppression stance with parents and students during new student orientation.
- Include culturally relevant, responsive, and sustaining teaching practices in our curriculum across all disciplines.
- Continue to target and hire qualified staff that genuinely represents our student body.
- Develop best practices among the student body and staff that dismantle racism and oppression within all aspects of our education and behavior to create a welcoming school where everyone belongs.

Student Population to be Served

Aspire Lionel Wilson College Preparatory Academy, a proud member of the Sobrante Park community, currently serves approximately 451 students in grades sixth to twelfth. Our performance narrative includes historical enrollment data.

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

26.3% foreign-born and 38.8% speaking a language other than English at home.⁴⁴

The CDE has compiled demographic data that reveals the District enrolled 45,741 students in 2022-2023. The student body was diverse, with African Americans at 20.0%, Asians at 9.4%, Latina/o/x at 50.2%, and Whites at 10.1%.⁴⁵ Additionally, students with disabilities and those who spoke English as a second language made up 15.5% and 33.1% of the district student body, respectively.⁴⁶ Aspire Lionel Wilson College Preparatory Academy, in line with these demographics, is committed to enrolling a diverse student population.

Subgroup	Overall Population	Oakland Unified School District	Aspire Lionel Wilson⁴⁷
<i>Total</i>	436,504	45,086	406
<i>Latina/o/x</i>	26.6%	50.2%	94.1%
<i>White</i>	29.0%	10.1%	0.0
<i>Asian</i>	15.9%	9.4%	0.5%
<i>Black or African American</i>	21.8%	20.0%	4.2%
<i>English Learners</i>	N/A	33.1%	21.1%
<i>Students with Disabilities</i>	N/A	15.5%	15.5%

The Educated Person in the 21st Century

Lionel Wilson College Preparatory Academy envisions the educated person in the 21st century as a holistic, adaptable, and proactive individual contributing to the collective public good. Recognizing our dynamic and interconnected world, our educational approach is designed to equip students with a robust foundation of knowledge and skills, enabling them to navigate, contribute to, and thrive in this environment. Our students are encouraged to be intellectually

⁴⁴ United States Census Bureau. QuickFacts: Oakland city, California. Accessed June 25, 2024 from <https://www.census.gov/quickfacts/fact/table/oaklandcitycalifornia/TAW120217>.

⁴⁵ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&aggllevel=district&year=2023-24>.

⁴⁶ California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup for Charter and Non-Charter Schools. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=0161259&aggllevel=district&year=2023-24>

⁴⁷ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&aggllevel=district&year=2023-24>;

California Department of Education. DataQuest: 2023-24 Enrollment by Subgroup. Accessed June 25, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=01612590130666&aggllevel=School&year=2023-24&ro=y>

curious, possess criticality, and be analytically adept, capable of synthesizing information to ask meaningful questions and innovate new solutions.

At Lionel Wilson College Preparatory Academy, we believe in cultivating scholarly habits in our lifelong learners. We emphasize the importance of self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, and empathic action. These attributes, when embraced by our students, ensure that they are not only prepared academically but are also equipped to act thoughtfully and ethically in diverse contexts.

Recognizing the evolving career landscape, Lionel Wilson College Preparatory Academy is committed to preparing students for career readiness. We provide practical pathways that allow scholars to explore various careers, internships, and work-based learning opportunities, ensuring they have the agency and advocacy skills necessary for success. This career-focused approach fosters resilience and adaptability, enabling students to persist and excel in their chosen fields.

In line with our commitment to career readiness, our students create post-secondary success plans, known as senior portfolios, encouraging them to envision their future and understand the steps required to achieve their goals. This forward-thinking approach ensures that students aim for immediate academic success and long-term career and life achievements.

Lionel Wilson College Preparatory Academy's vision of the educated person in the 21st century is of an individual who is not only academically accomplished but also career-ready, adaptable, and equipped with the skills and mindset to navigate and contribute to the world effectively.

How Learning Best Occurs

Lionel Wilson College Preparatory Academy's climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. The instructional design at Lionel Wilson College Preparatory Academy is a dynamic, comprehensive framework developed to empower and engage students in their own learning, preparing them for both college and future careers. By integrating cross-curricular rigor with A-G alignment, our curriculum and teaching methods promote deep understanding across subject areas while ensuring that all courses meet the rigorous Common Core State Standards, Next Generation Science Standards, College Readiness Standards, and Career Technical Education Standards. The inclusion of culturally responsive teaching practices enriches the learning experience, making it relevant and affirming to the identities of the students we serve. Lionel Wilson College Preparatory Academy's faculty designs instruction with the end in mind. For instance, teachers

use state and interim assessments to backward-plan and forward-map units and lesson cycles using priority state standards.

Additionally, our instructional program emphasizes college and career preparedness. We structure learning around real-world applications, aligning academic content with industry expectations and embedding multiple work-based learning opportunities. This preparation is supported by rigorous standards aligned assessments that allow students to demonstrate their mastery and readiness for postsecondary success.

Every one of our scholars possesses a multitude of strengths and brilliance. Our asset-based approach, combined with our unwavering commitment to actively disrupt systems of oppression, fuels accelerated learning and student outcomes. Our curricula meets the rigor of all applicable state content standards, including the California Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, the English Language Development (“ELD”) Standards, and remaining State Content Standards (hereinafter, collectively “State Standards”). Further, our curricula also provides our students with a liberatory framework, fostering identity awareness and criticality. Our equity-based grading system encourages deeper, transferable learning as students are given continuous opportunities for mastery.

At Lionel Wilson College Preparatory Academy, we do not just prioritize joy, we center it. Joy is not only embedded in our school climate and culture through our abundance of community events and field trips, but it is also an integral part of learning. Our two yearly pathway-aligned cross-disciplinary exhibition projects, which become a community showcase of learning, are a testament to this. This emphasis on joy in learning fosters a radically hopeful and positive environment for our students and families.

Lionel Wilson College Preparatory Academy’s Program Design Elements

Lionel Wilson College Preparatory Academy incorporates numerous evidenced-based program elements that are innovative, results-driven, and thoughtfully implemented. Lionel Wilson College Preparatory Academy addresses best practices in order to achieve the vision ensuring scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities. The following key program design elements are described in the following sections:

- **Learning Environment Supportive of Student Academic Ownership:** By building and maintaining a foundation of teaching and practicing cooperative their learning

structures, self-management skills, and classroom routines, we then empower our students to own their academic journey, which happens daily in the classroom through constructivist pedagogical approaches (e.g. dialogic learning), semesterly on cross-curricular exhibition projects, and when students collaborate with their college advisors to create their post secondary plans.

- **Small Community Supportive of Personalized Student Learning:** Our overall small school and class size, allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs. Such personalized student attention is a key feature of our model and can be found during Advisory, WIN Period, our co-teaching inclusion model, and intentional day-to-day interactions from staff.
- **Culturally Responsive Pedagogy and Practice:** Our instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Our hallmark instructional tool for faculty is the Aspire Student Learning Framework (“ASLF”), a coaching tool that provides teachers with a non-exhaustive list of teacher skills and behaviors that contribute to successful student outcomes. As part of our coaching process, the Framework includes recommendations and guidelines for planning culturally responsive teaching. Teachers receive coaching using data from the ASLF. Additionally, the Charter School sets goals around instructional practice implementation based on the ASLF
- **Data-driven Decision Making:** Involves a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of middle and high school students. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students. Our key educational design features that support data-driven decision-making are our performance data review cycles, MTSS, the Aspire Student Learning Framework, and department team data cycles.
- **Social Emotional Learning & Behavioral and Mental Health Programming:** In place to help students develop life skills to support achieving both personal and collective goals. Aspire is committed to supporting our students’ social and emotional development to be caring and productive citizens. SEL competencies and themes from the RULER curriculum are integrated throughout the school day and explicitly taught during the Advisory block. In addition, smaller groups are organized for 6-8 week blocks to support students with more additional social emotional needs if/when needed like healthy social relationships, anger management and coping with grief. School counselors work with

scholars focusing on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns. Aspire's model is short-term, school-based, school-focused counseling that typically spans 8-12 weeks of school per cycle referred to as the "Brief Therapy Model."

Learning Environment Supportive of Student Academic Ownership

Academic ownership is a critical element of Lionel Wilson College Preparatory Academy's programming, where students are empowered to take control of their learning. Students tackle challenging cognitive tasks and engage in complex problem-solving that align with Common Core State Standards and Next Generation Science Standards. Our students express their reasoning in their authentic voice using a multitude of avenues, incorporating both academic language and home languages. This rigorous approach ensures that our students are not just learning, but learning to think critically and express themselves effectively. They also contribute to their peers' learning through structured discussions and authentic dialogue, fostering collaboration and cycles of constructive peer-to-peer feedback. This approach encourages rigorous dialogue that respects both convergent and divergent thinking, allowing our students to explore multiple perspectives.

Our teachers empower our students as academic owners of their learning through a constructivist approach to instruction guided by these five principles:

1. **Seek and value students' points of views:** In our classrooms, our teachers initiate curriculum themes by exploring students' current understanding of concepts. This serves to evaluate current depth of understanding in relation to grade-level standards, unearth misconceptions, and thoughtfully challenge any assumptions. Teachers also adapt their lessons and modify approaches to support student needs and interest, as well as activate any special, individual strengths and knowledge based on their diverse life experiences.
2. **Engage in activities that challenge students' suppositions:** Our teachers support or contravene in suppositions of fact and opinions as students gain subject content mastery. Teachers create an open, curious space for students to proactively discuss, investigate, theorize, reflect, analyze, and make conclusions.
3. **Pose standards-relevant questions:** Our teachers support our students in having learning experiences that inspire personal connection to the topics covered. Through carefully designed open-ended questions, Aspire Lionel Wilson College Preparatory

Academy instructors structure classroom discussions and learning that not only resonate with students' interests and passions, but also produces personal meaning among students as they deepen their knowledge of facts and practice of skills.

4. **Build lesson plans grounded in interdisciplinary and culturally relevant teaching:** Our teachers plan and pose academic problems that position student agency in integrating big ideas through inquiry and reflection. As discussed, in depth in Element 1: Teaching Methods, teachers are provided tools and support to design lesson plans and curate instructional methods that are aligned to bridge opportunity gaps in academic performance. Rather than plan and teach subject matters in isolation, our instructors collaborate to have students discover the interdisciplinary nature of academic topics and applicability of their developing skills in varied contexts.
5. **Assess student learning in daily instruction:** Aspire Lionel Wilson College Preparatory Academy teachers' instruction is cyclically data-driven. Teachers assess student learning through frequent checks-for-understanding and objective-aligned formative assessments. At the conclusion of a module/unit, student learning is assessed through summative tests or tasks.

In summary, Lionel Wilson College Preparatory Academy supports scholars to fully actuate their potential. We believe that it is our responsibility to create the most optimal learning conditions for scholars to arrive at their unique genius. The learning environment is structured to foster deep engagement, ensure safety, maintain effective rituals and routines, and encourage affirmation, all within a framework that sets high expectations for every student. Our teachers emphasize restorative justice principles and normalize mistakes as part of the learning process to cultivate a supportive and safe learning atmosphere. We understand that we live in a society laden with inequities and we are consciously working at interrupting those inequities in order to create transformative experiences for young people.

Small Community Supportive of Personalized Student Learning

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

Students are more likely to succeed in small schools, where teachers and the principal know each family well. At Aspire Lionel Wilson College Preparatory Academy, one of our key aims is for each student to be known, seen, and valued by our faculty.

With class sizes between 24 and 30 students, teachers can give each individual student the time and attention necessary to realize their personal academic goals. In practice, our teachers greet their scholars during threshold (i.e., a door greeting relationship-building strategy) and create time and space to individually check in as needed which could be during passing periods, lunch, or after-school office hours. Aspire strives to maintain a 30:1 ratio in grades sixth through twelve, additionally students spend a portion of their day in homeroom or advisory.

Beginning in the 6th grade, each student is assigned to an advisory group of approximately 30 students who meet with their advisor on a regular basis. The advisor acts as a bridge between Lionel Wilson College Preparatory Academy 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 social-emotional and academic support structure. Through intentional and consistent community-building activities, Lionel Wilson College Preparatory Academy students build and maintain internal networks of support.

Instructional Time: Supportive of Personalized Student Learning

Lionel Wilson College Preparatory Academy provides 180 days of instruction each year over a modified school calendar with a shorter summer recess to decrease the loss of learning. The school day is structured so that all students have access to a rigorous curriculum with opportunities for enrichment and intervention. All high school students have access to an A-G aligned curriculum within their school day. A sample school calendar is found in Appendix VIII. A sample school bell schedule is attached in Appendix IX.

Another way Lionel Wilson College Preparatory Academy supports all students during the school day is through a schoolwide personalized learning period called "What I Need" (WIN). Lionel Wilson College Preparatory Academy leverages a flexible period during the day where students are scheduled based on need and interest. During the WIN Period, which occurs for 90 minutes daily, students can access personalized time for adaptive online learning in core subjects, targeted individual support or small-group interventions, and enrichment. Class sizes vary for these sections based on intensity of need. Students may participate in targeted or intensive interventions, elective courses, or credit recovery. Teachers provide targeted instruction; learning specialists provide tailored support to our students with IEPs. All instructors help students manage their work and goals independently. Students also can use the time on any cross-curricular exhibition projects, with faculty available to work closely with students. Students work at their own pace and direct their own learning to build academic ownership, while being held accountable by instructors for covering the required standards.

The expanded learning program at Lionel Wilson College Preparatory Academy offers students 6th-8th grade an opportunity to participate in a variety of extracurriculars. The program offers students an additional thirty days (during school breaks) of nine-hour programming to participate in programs that support their academics and exposes them to various enrichment opportunities such as culinary, coding, sports, and visual arts. Lionel Wilson College Preparatory Academy recently received the After School Safety and Enrichment for Teens (ASSETs) federal grant to expand resources and opportunities for our 9th-12th grade students for the upcoming years.

Culturally Responsive Pedagogy and Practice

Culturally Relevant Pedagogy (“CRP”) and Culturally Responsive Teaching (“CRT”) are two tenants of the Lionel Wilson College Preparatory Academy’s program. Through Culturally Relevant Pedagogy and Culturally Relevant Teaching, Lionel Wilson College Preparatory Academy educators empower students to appreciate and respect their own and each other’s identities and to develop an understanding of multiple perspectives. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Thus, educators critique curricular materials often alongside students to analyze various perspectives.

Through Culturally Responsive Teaching, Lionel Wilson College Preparatory Academy educators focus on the following three components that Dr. Gloria Ladson Billings popularized:

- 1) Student learning— The focus is on student learning. Students demonstrate intellectual growth and moral development, but also their ability to problem-solve and reason.
- 2) Cultural competence - Students are able to draw on their own backgrounds, languages, histories, customs, and experiences as they gain fluency and facility in at least one other culture.
- 3) Critical consciousness - Students have the ability to recognize and critique societal inequalities.

Data Driven Decision Making

At Lionel Wilson College Preparatory Academy, we believe that all decisions should be data driven. The Plan-Do-Study-Act (“PDSA”) cycle plays a pivotal role in ensuring continuous improvement and informed decision-making. The PDSA cycle begins with planning, where specific Common Core State Standards and Next Generation Science Standards are outlined based on sequence and initial data analysis. The Study phase involves collecting and analyzing data to monitor progress and evaluate effectiveness of implemented teaching methods. During the Do phase, teaching methods are actualized while maintaining close progress monitoring.

The Act phase focuses on reflecting on the outcomes, refining strategies, and making the necessary adjustments.

Formative assessments and progress monitoring are integral to this cycle, as they provide timely and actionable feedback on student progress and instructional efficacy. By regularly assessing and monitoring student understanding, educators can make real-time adjustments to instruction, thus data driven decision making leads to enhanced learning outcomes. This iterative process fosters a culture of continuous improvement. Data driven decision making ultimately leads to more effective teaching and student achievement.

Lionel Wilson College Preparatory Academy’s anchor instruction in data-driven decision making within our MTSS framework inclusive of a universal screener, diagnostic, and summative assessments. The assessment outlined below empower educators to make data-informed decisions based on student needs, identify students for targeted interventions, and promote a culture of continuous improvement.

Types of Assessments		
Universal Screeners	Diagnostic Assessments	Summative Assessments
<p>Universal screeners are used to:</p> <ul style="list-style-type: none"> ● Provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1 ● Identify students who may benefit from Tier 2 and Tier 3 support <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <i>i-Ready, initial ELPAC</i> ● <i>“Currently we do not have an Aspire wide universal screener for CA NGSS and ELD Standards</i> 	<p>Diagnostics are used to:</p> <ul style="list-style-type: none"> ● Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring. <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <i>i-Ready is labeled as diagnostic or quasi-diagnostic by the vendor</i> 	<p>Summative assessments will be used to:</p> <ul style="list-style-type: none"> ● Benchmark student performance relative to what students need to be successful on the content standards assessed ● Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals. <p><u>Aspirewide required:</u></p> <ul style="list-style-type: none"> ● <i>SBAC/CAA, CAST, Summative ELPAC/ Alt. ELPAC, PFT</i>

Formative Assessments	Progress Monitoring
<p>Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions.</p> <p><i>Examples of Formative Assessments: Exit tickets, curriculum embedded assessments, IABs</i></p>	<p>Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.</p> <p><i>Examples of Progress monitoring: Plan-Design-Study-Assess Cycles</i></p>

Social Emotional Learning and Behavioral & Mental Health Programming

Social Emotional Learning

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

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

SEL competencies and themes are integrated throughout the school day and explicitly taught during the Advisory block. The Advisory block features the use of circles for relationship and group identity-building, as well as for restoration of community. In addition, smaller groups of students are organized for 6-8 week blocks to support more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

Mental Health Programming

Mental wellness is essential to the healthy development of our scholars in academic and social contexts. All stakeholders, inclusive of families and staff, embrace a strengths-based perspective to realize the potential of scholars to learn and improve their overall well-being. With this understanding, the mental health program provides differentiated, trauma-informed, and culturally humble and responsive mental health services such that scholars and families are

successful at Aspire Lionel Willson College Prep and beyond. Our program provides scholars with school-based, social-emotional counseling that is available through our school Mental Health Department, staffed with BBS registered and licensed therapists. School based Mental Health Therapists work with scholars focusing on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Mental health services are available throughout the day.

Teaching Methods

At Lionel Wilson College Preparatory Academy, our instructional program is rooted in interdisciplinary teaching methods that leverage best practices to ensure scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities. Our teaching methods include instructional practices deeply influenced by the ASLF and the Ready for Rigor Framework, in order to invigorate a culturally responsive educational experience. Lionel Wilson College Preparatory Academy is committed to an instructional program centering our students and ensuring all scholars, inclusive of our Multi-Language Learners and Standard/Mainstream English Language, have access to rigorous tasks in all content areas.

Interdisciplinary Teaching

Interdisciplinary instruction involves the study of complex real-world themes that engage deep conceptual content building that meets the demands of our standards by centering on community and cultural inquiry and requires us to examine conditions of opportunity, justice, suffering, and liberation.

Culturally Relevant Pedagogy

A culturally relevant pedagogy will enable students to appreciate and respect their own and each other's identities and to develop an understanding of multiple perspectives. Culturally Responsive Teaching and Culturally Relevant Pedagogy are two tenants of the Lionel Wilson College Preparatory Academy's program. This includes knowing and considering the backgrounds of students when planning and delivering lessons. Teachers critique curricular materials often alongside students to analyze various perspectives.

Explicit Instruction

Explicit instruction is an evidence-based form of teaching, in which the teacher presents the lesson by stating the standards-aligned learning objective, specific instructions. Then the teacher models an explicit skill and application using criteria for success using thinking steps. Next, the teacher prompts guided practice, and frequent checking-for-understanding. At the

conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Problem Based Instruction

Problem Based Instruction provides students with a step-by-step process for determining the solution. Problem-based learning is somewhat narrower and is directed towards finding solutions according to clearly defined steps.

Inquiry Based Instruction

Inquiry Based Instruction presents students with a problem or question, and formulate and test theories to work towards a solution. Inquiry based learning is more directed towards fulfilling the human need for discovery, and encourages students to explore the world around them.

Close Reading with Text-Dependent Questions

Close Reading supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

Integrated and Designated English Learner Development

Integrated and Designated English Learner Development strategies such as Structured Student Talk, Interactive Reading & Note-Taking, Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.

Academic Discourse

Academic Discourse provides daily opportunities for students to engage in protocols that support discussion among peers to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.

Building Academic Vocabulary

Building Academic Vocabulary provides regular, ongoing opportunities for scholars to strengthen tier 2 vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition.

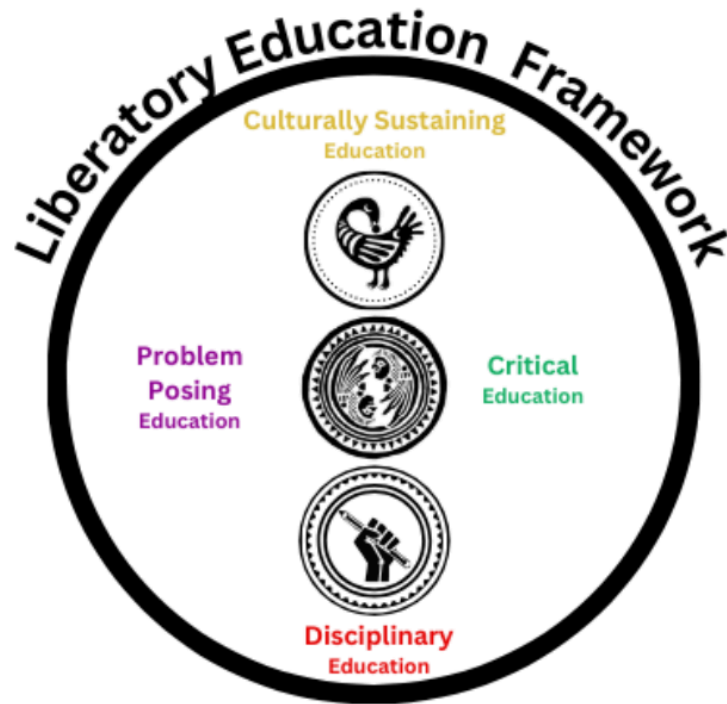
Flexible Grouping

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

In order to ensure that our teaching community is prepared to implement the aforementioned instructional practices, we value ongoing professional development and coaching. Our ASLF is a coaching tool that provides teachers with a non-exhaustive list of teacher skills and behaviors that contribute to successful student outcomes. After each observation, we use formative and observational data to recommend that teachers and observers identify one or two Core Teacher Skills (or a skill not listed) to prioritize for the following coaching cycle to accelerate student learning outcomes. These behaviors are embedded in the teaching methods outlined below.

Liberatory Education Framework

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



Principles and Concepts Descriptions



Sankofa: The concept of “Sankofa” is derived from King Adinkera of the Akan people of West Africa. “Sankofa” is expressed in the Akan language as “se wo were fi na wosan kofa a yenki.” Literally translated, this means “it is not taboo to go back and fetch what you forgot”.

“Sankofa” teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated.

“In order to understand our present and ensure our future, we must know our past.”

-University of Illinois Springfield Black Student Union



In Lak'ech: In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.



Critical Literacy: At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Pedagogies, Practices, and Education Outcomes

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

Pedagogies	Practices	Education Outcomes
Community and Restorative Pedagogy	<ul style="list-style-type: none"> ● Discussion, Debate, and Dialogical Discourse ● Restorative and Beloved Community Practice and Accountability ● Participatory Action Research 	Problem Posing Education
Culturally Sustaining	<ul style="list-style-type: none"> ● Interdisciplinary Units 	Culturally Sustaining

Pedagogy	<ul style="list-style-type: none"> ● Graduate Profile Competency and Community Centric Practice ● Next Generation College, Career, and Community Pathway Pipelining 	Education
Disciplinary Pedagogy	<ul style="list-style-type: none"> ● Professional Learning Communities and Nested Development Pipelines ● Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks) ● Cycles of Inquiry and Multi-Tiered Systems of Support 	Disciplinary Education
Critical Pedagogy	<ul style="list-style-type: none"> ● Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis ● Literacy and Liberation Practices ● Critical Inquiry and Cross Curricular Evidence-Based Writing 	Critical Education

Curriculum

Lionel Wilson College Preparatory Academy uses a combination of adopted programs and curriculum developed inhouse to meet Common Core State Standards and Next Generation Science Standards by building foundational academic skills, higher-order thinking skills, and life-skills. All curriculums are research-based, and are the base for our interdisciplinary culturally relevant unit development.

Subject	Curriculum Description
<p>English Language Arts and English Learner Development:</p>	<p>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</p> <p>Lionel Wilson College Preparatory Academy’s English Language Arts and English Learner Development curriculum are designed to support the examination and analysis of grade level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner (“MLL”) supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</p> <p>Grades 6-8 use EL Education and grades 9-12 use SpringBoard. Grades 9 and 10 piloted a new curriculum, Riveting Results.</p> <p>EL Education is an instructional K-8 Language Arts program that allows all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. EL Education curriculum is based on the Science of Reading and builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature.</p> <p>SpringBoard is an instructional program by College Board aimed at increasing college readiness for students in grades 6-12 in English Language Arts . It offers differentiated, leveled instruction that</p>

	<p>prepares students for college-level coursework through developing and refining skills in critical thinking, close reading, writing in various genres, and doing research.</p> <p>Riveting Results is an instructional program designed based on classroom research and the Science of Reading. The program focuses on engaging books with rich, complex text and divides them into sections creating activities based on the following four areas: fluency, rereading, paraphrasing, and analysis. Additionally, the program begins with writing tasks. The program guides students through a skills sequence that enables them to notice how and when they write powerfully.</p> <p>English 3D is a comprehensive English Language Development Program designed specifically to improve the academic language and literacy of English language learners. It focuses on accelerating language acquisition, proficiency, and literacy by providing targeted instruction in language development and academic vocabulary.</p>
<p>Social Science:</p>	<p>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</p> <p>Lionel Wilson College Preparatory Academy’s history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test</p>

	<p>hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at secondary level include primary sources, historical literature, Facing History and a variety of non-fiction texts as recommended by the Common Core State Standards .</p>
<p>Mathematics:</p>	<p>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</p> <p>Lionel Wilson College Preparatory Academy’s math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and critical problem-solving skills.</p> <p>Students will learn to apply mathematical concepts and processes. Students’ ability to deeply understand concepts through problem based questions is highly emphasized and assessed through everyday teaching and learning. This includes the students ability to learn and apply Culturally Responsive Mathematical Practices and the Standards of Mathematical Practices. Students will be exposed to instructional strategies like the Three Reads Protocol and Academic Discourse discussion protocols, in order to elicit student thinking. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to develop fluency in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical</p>

	<p>situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems.</p> <p>Grades 6-8 use Eureka Math Squared, grades 9-11 uses Savvas enVision Mathematics, and grade 12 uses Statistics in Action.</p> <p>Eureka Math Squared is a comprehensive TK-12 curriculum that sequences math concepts from basic to advanced. It is known for its coherence and rigor, structured to help students build a strong foundation in mathematics, and focuses on deeper understanding of mathematical concepts.</p> <p>Savvas enVision allows deep conceptual understanding aided by visual models, personalized learning, and 3-act tasks. The curriculum is rich in problem-based learning, cutting-edge digital support, family engagement resources, embedded Spanish materials</p> <p>Statistics in Action promotes a modern, data-analytic approach to learning statistics that allows students to uncover, display, and explore patterns in data. Most data sets are real-based on research, historical case studies, and student-collected data. Students use tools systematically to build a coherent description of data-set patterns and to describe patterns in the language of their applied contexts.</p>
<p>Science:</p>	<p>Lionel Wilson College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</p> <p>Lionel Wilson College Preparatory Academy’s science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students</p>

	<p>utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas (“DCIs”): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices (“SEPs”) and Cross-Cutting Concepts (“CCCs”).</p> <p>Grades 6-8 used OpenSciEd. OpenSciEd is a Next Generation Science Standards aligned curriculum that utilizes a storyline approach- a logical sequence of lessons that are motivated by students’ questions that arise from student interactions with phenomena. The units provided by the curriculum are the base for interdisciplinary instruction. The units that are taught in sixth grade are the following: Light and Matter, Thermal Energy, Weather, Climate, and Water Cycling, Plate Tectonics and Rock Cycling, Natural Hazards, and Cells and Cell Systems. The units that are taught in seventh grade are the following: Chemical Reactions and Matter, Chemical Reactions and Energy, Metabolic Reactions, Matter Cycling and Photosynthesis, Ecosystem Dynamics, and Earth Resources and Human Impact. The units that are taught in eighth grade are Contact Forces, Sound Waves, Forces at a Distance, Earth in Space, Genetics, Natural Selection and Common Ancestry.</p> <p>Grades 9-12 use inhouse teacher created materials that are Next Generation Science Standards aligned with support of the following textbooks: Biology a Human Approach, McGraw Hill: Chemistry Concepts and Applications, Saavas: Experience Physics, Saavas: Your World Your Turn and released high school OpenSciEd units. A science curriculum for grades 9-12 will be piloted and adopted in the 2024-2025 school year.</p>
Spanish/Second Language	Lionel Wilson College Preparatory Academy’s Spanish language course develops students' skills with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written

	<p>Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking dialects and cultures. Most of our scholars successfully pass the Advanced Placement Spanish Language Exam.</p>
<p>Visual and Performing Arts</p>	<p>Lionel Wilson College Preparatory Academy believes that participation in the arts are essential to each student’s development. The arts are integrated into interdisciplinary units to inspire and deepen learning experiences. Visiting artists also provide special programs in the arts. Lionel Wilson College Preparatory Academy offers on-campus art electives and works to establish partnerships with local arts organizations and colleges to provide additional programs for students.</p>
<p>Social Emotional Learning (SEL)</p>	<p>Social Emotional Learning competencies are explicitly taught during the advisory block. RULER is the curriculum that we use to support building students' capacities in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students’ emotional intelligence:</p> <ul style="list-style-type: none"> • The Classroom Charter: Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings. • The Mood Meter: The Mood Meter is a two-axis grid used to show students’ levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions. • The Meta-Moment: This tool is a process for responding to emotional situations that could cause reactive emotions. This

	<p>practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision.</p> <ul style="list-style-type: none"> • The Blueprint: As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others’ perspectives and respond to a situation in consideration of how others are feeling. <p>Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.</p>
Health/Sex Ed:	<p>Lionel Wilson College Preparatory Academy helps students develop an understanding of the importance of health, nutrition and Sex Ed through classroom instruction, selected special programs, and collaborations with local health agencies. Health instruction follows the California Health Framework.</p>
Physical Education (PE):	<p>Lionel Wilson College Preparatory Academy’s Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.</p>
Career Technical Education	<p>Lionel Wilson College Preparatory Academy has one existing Career Technical Education pathway – Engineering Design. Engineering, construction, and utilities pathways have been identified as regional priorities in the Bay Area Community College Consortium (“BACCC”) Regional Plan because of the importance of “building, expanding, upgrading, and maintaining the built environment” for all other industries in the region.</p>

	<p>Lionel Wilson College Preparatory Academy increases the opportunities for students to earn college credits through its partnership with the Peralta Colleges by providing the following dual-enrollment courses which serve as prerequisite for engineering courses to prepare them for the Engineering Design Certificate if they choose to continue.</p> <p>Students in each pathway will advance through a rigorous college-preparatory program of study that (1) fulfills A–G requirements; (2) combines core academic courses and CTE courses that prepare students to earn industry-recognized certifications and advance towards a postsecondary degree; (3) emphasizes student mastery of industry-relevant knowledge, technical skills, and transferable skills; (4) integrates/scaffolds career exploration and readiness into each grade level through career research and guest speakers, student leadership organizations, seminars, mentorships, industry tours, and internships; and (5) provides a comprehensive range of college and career planning and integrated support services throughout the pathway.</p>
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Interventions and Enrichment

Interventions

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

- Universal Supports (Tier 1) encompass high-quality classroom instruction, where educators employ differentiated teaching methods to cater to the varied strengths and needs of students. This level involves general classroom adjustments, such as individualized support, small group sessions, and customized learning experiences.
- Targeted Supports (Tier 2) introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific

instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides.

- Intensive Supports (Tier 3) increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs.

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

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● Additional instructional time ● Differentiated instruction ● Various options to demonstrate mastery ● Flexible groupings ● Additional exposure to the information and language being presented in the lesson ● What I Need Period ● Progress reports to parents/guardians ● Planner checks ● Instructional Aide support ● Focus on accelerating student progress and meeting student needs ● Opportunities for breaks as needed 	<ul style="list-style-type: none"> ● Group and individual counseling ● Parent meetings ● One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs) ● One-on-one check ins with a culture team member and/or mentor ● Peer tutoring ● Additional focused assignments targeting areas of need ● Behavior contracts ● Clean weeks (opportunities to reduce Reflections) ● Alternatives to suspensions 	<ul style="list-style-type: none"> ● Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions) ● A higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student ● What I Need Period

<ul style="list-style-type: none"> ● Social and emotional learning, <i>e.g.</i> during Advisory ● Positive Behavioral Interventions and Supports (“PBIS”) ● Teacher office hours for tutoring 		
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Student Support Team

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

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

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

As needed, the administrator updates student records with SST documentation and schedules another 6-8 week follow-up meeting. Interventions continue until students are meeting their stated goals or referral for assessment is recommended. Referral for special education eligibility

may occur after reasonable and consistent interventions have been implemented and determined to be unsuccessful.

Enrichment

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

Technology as a Tool

At Lionel Wilson College Preparatory Academy, technology is used as a tool for research, communication, and production—just as it is in everyday life. A combination of laptops and chromebooks are available for student use. Students exercise their higher-order thinking skills through simulations and presentations. Communication and production skills are exercised through electronic mail and publishing. Lastly, research skills are exercised through the use of electronic references, including the Internet.

In addition, Lionel Wilson College Preparatory Academy strategically leverages i-Ready as a blended platform to support student learning. i-Ready serves as a powerful technological tool for instruction by offering personalized learning experiences through an adaptive online program. The program allows students to engage in learning activities that are tailored to their individual academic readiness and standards. By leveraging technology in this way, i-Ready facilitates targeted, efficient, and effective instruction that meets students at their point of need, fostering both engagement and academic growth.

Plan for English Learners

Lionel Wilson College Preparatory Academy will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and

evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. Lionel Wilson College Preparatory Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Aspire's EL Master plan can be found in Appendix X.

Home Language Survey

Lionel Wilson College Preparatory Academy will administer the home language survey upon a student's initial enrollment into LWP, as required by a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate a language other than English on any of the four home language survey questions, their records will be checked against CALPADS, and if no previous record exists, they will be tested with the Initial English Language Proficiency Assessments for California . The ELPAC has four proficiency levels: Level 4 - well developed; Level 3 - moderately developed; Level 2 - somewhat developed; and Level 1 - minimally developed and is aligned with the 2012 California ELD Standards..

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

- Initial Assessment ("IA")

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

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to

determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

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

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

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

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

Strategies for English Learner Instruction and Intervention

Aspire Public Schools offers two programs by default:

- Structured English Immersion (“SEI”)
- English Language Mainstream (“ELM”)

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the [ELA/ELD Framework](#).⁴⁸

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

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

English Language Mainstream is the program for English Only (“EO”), Initial Fluent English

48 “ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.”

Proficient (“IFEP”), and Reclassified Fluent English Proficient (“RFEP”) students. Families of English Learners may request a placement in only ELM using the English Learner Services Waiver.

In 6th through 12th grade, Designated ELD is built into the Charter School’s master schedules, taught by teachers with proper authorization and students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of LTELs and some Newcomers, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or Academic ELD. These Designated ELD courses correspond to students’ EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

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

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

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”⁴⁹

Monitoring and Evaluation of Program Effectiveness

The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.

⁴⁹ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

2. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
3. Whether to eliminate specific EL activities proven to be ineffective.

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

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

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

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

Support for All Students

At Lionel Wilson College Preparatory Academy, we support low-achieving students through a strategic approach that integrates a Multi-Tiered System of Supports, instructional coaching cycles, and alignment with the Aspire Student Learning Framework. MTSS provides a structured framework to deliver targeted interventions based on student needs, ensuring that every student receives the appropriate level of support. The instructional cycle enhances this by facilitating continuous improvement in teaching strategies and interventions. This systematic and reflective method ensures that our practices are consistently evolving and improving in

alignment with the Aspire Student Learning Framework, which emphasizes culturally responsive teaching and rigorous academic standards. Together, these strategies ensure a comprehensive support system that uplifts and transforms all students within Lionel Wilson College Preparatory Academy.

Youth Supports for Foster and Homeless Youth

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

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

Students who Perform Academically Low

Lionel Wilson College Preparatory Academy sets high expectations for all students and is committed to working with students who are not meeting grade level outcomes to support moving them towards mastery. Students who perform below proficiency on our universal screeners may receive a mix of intervention services, including but not limited to: in-class targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention are grounded in proven best practices and may be designed by the educator or a research-based program. During the school day, students who are identified with foundational literacy gaps in decoding are provided strategic, explicit instruction. Additionally, in the Expanded Learning program, students are offered individualized tutoring services four times per week in math and reading through Sylvan Learning Partnership and other programs.

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

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

Students who Perform Academically High

Lionel Wilson College Preparatory Academy's teaching methods are designed to differentiate and individualize instruction for students at different levels. Students achieving above grade level can be effectively served through acceleration to a higher grade level at the discretion of the parent and principal or access accelerated content through online personalized programming. Students in grades ninth to twelfth achieving at or above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Lionel Wilson College Preparatory Academy has developed a robust college and career pathway continuum. Students in middle school start exploring A-G requirements and our engineering pathway. In high school, students make deliberate choices about their high school classes, early dual enrollment college classes, and extracurricular activities in order to prepare them for college and career. This plan improves student motivation in high school and college by making the point of getting an education more concrete. It also builds stronger resumes to help students gain entry to competitive programs, colleges, and careers. Most importantly, it supports students and families in making more informed decisions about a student's future.

High School Program

Alignment with California state standards and UC A-G requirements

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.

Notification of High School Graduation Requirements

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

High School Graduation Requirements

Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below with a C- or above. In some cases such as UC validation, college credits, etc., Aspire Public Schools' graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admission and scholarships.

Subject	Credits Required	Comments
A. History/Social Sciences	20	1 year of World History and 1 year of US History
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits still be earned. 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC 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 UC a-g art discipline (music, dance, theater, visual art, interdisciplinary art)
G. Electives	40	Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC G elective category.
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.
Ethnic Studies	5	1 semester of Ethnic Studies, (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements). (Note: This requirement is effective for the graduating class of 2026 and beyond)
Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	Minimum 210	All students must earn a C- or better for credit. Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

The a-g requirements are the minimum requirements for admission into the CSU) or UC system.

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

Requirement	Comments
Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).
College Units	Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D- or better.
College Entrance Exams	Students must apply for and take at least one of the prescribed college entrance examinations. (Waiver is in place for class of 2020-2025, we will re-evaluate this requirement as admission requirements change)
College Applications	Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.
College Financial Aid	Students must complete the FAFSA, California Dream Act Application, or Financial Aid Opt Out Form.
Grade Point Average	Students must maintain a grade-point average of 2.0 or higher.

Additional High School Graduation Guidelines

- Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code Sections 46144, 46146).
- **The a-g requirements are the minimum requirements for admission into the California CSU) or University of California UC system.**

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

Lionel Wilson College Preparatory Academy shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Lionel Wilson College Preparatory Academy that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request an Aspire waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program.

Early Graduation

Lionel Wilson College Preparatory Academy handles early graduation on a case-by-case basis, and each case must be brought to school administration in the Fall of 11th grade. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Earning a Diploma

A student can only earn a diploma from an Aspire school once they have done the following:

- Completed all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units by July 15th of their graduation year in order to earn a diploma from an Aspire school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.

Retroactive Diplomas

The governing board of Lionel Wilson College Preparatory Academy has the authorization to retroactively grant a high school diploma to a pupil who has departed California against their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of their departure [Education Code Section 51430].

Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities

Pathways to graduation are individualized based on consideration of student needs. The following guide the decision making regarding individualization:

- Least Restrictive Environment: Ensure students are receiving access to the full educational program to the greatest extent possible.
- Student agency: Student voice should drive the development of their individualized transition plan.

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements [Education Code Sections 56390-56392].

IDEA states that Individual Transition Plan ("ITP") development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year and will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion ("COC") is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code Sections 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The

IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student’s completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student’s transition plan and what is best for them.

Secondary Grading

Grading Vision

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

- **Grades should be accurate:** Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student’s level of academic performance.
- **Grades should be bias-resistant:** There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student’s progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).

- **Grades should be motivational:** Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

Criteria for Grades												
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Exceeding the grade-level standards			Meeting the grade-level standards			Approaching the grade level standards (Students has key gaps in their understanding)			Not met the standards (Student is unable to demonstrate B or C levels without assistance)			Insufficient evidence to assess grade level standards mastery

College and Career Readiness

At Lionel Wilson College Preparatory Academy, being college and career ready transcends traditional academic achievements; it encompasses a comprehensive preparation that ensures students are equipped for success in higher education and in the workforce. Our school's multifaceted approach includes rigorous academic preparation aligned with California A-G requirements, immersive work-based learning experiences like internships and job shadowing, and robust support systems including postsecondary advising and career counseling. This preparation ensures that every student develops the critical skills needed for navigating future educational and career paths successfully.

At Lionel Wilson College Preparatory Academy, we actively integrate real-world experiences into our educational framework to ensure that our students are truly prepared for the complexities of the workforce and higher education. For instance, our flexible school schedule includes a designated fourth block that allows students to participate in work-based learning experiences or dual enrollment courses. Additionally, completion of an internship will be a core component of our college and career program for all students, further cementing their readiness for professional environments. Lionel Wilson College Preparatory Academy's engagement with the K12 SWP workforce grant and partnerships with Measure N/H advisory Board and BUILD enhance these opportunities by bringing local professionals directly to our campus, thereby enriching our students' learning and exposure to real-world careers.

In addition to providing support for students to develop a college-going identity, Lionel Wilson College Preparatory Academy also utilizes a myriad of tools for providing support to students who may be at risk of not meeting the necessary milestones while in high school. Lionel Wilson College Preparatory Academy proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school (aforementioned WIN block).

In order to meet the CDE's College and Career Indicators, high school academic counselors work to track all students using the Post-Secondary Success Plan and a Graduation Checklist. Counselors identify students who are falling behind in coursework and then leverage support systems such as Study Hall, Advisory, and WIN to assist students in developing the skills that are required to meet A-G expectations.

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

Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually-distributed Student/Parent Handbooks. The Handbook is in both English and Spanish and available to all families. Additionally, knowing that not all our families are reading literate, Aspire Lionel Wilson Preparatory, offers workshops, orientations, and Principal/Family Chats at the beginning of the year by the administration, and throughout the year by college and academic counselors in both English and Spanish to inform families of our instructional program, post-secondary success program, and our graduation requirements.

Western Accreditation of Schools and Colleges

Lionel Wilson College Preparatory Academy is accredited by WASC to ensure that every student has the opportunity to graduate with University of California/California State University approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admission committees of the UC/CSU system. Upon completion of the graduation

requirements, students will have met the University of California system A-G subject requirements.

Lionel Wilson College Preparatory Academy is on a six year accreditation cycle which will expire in June 2027. Lionel Wilson College Preparatory Academy received their mid-cycle visit in 2023 and the WASC visiting committee reaffirmed their accreditation.

Lionel Wilson College Preparatory Academy continuously meets with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to its Local Control and Accountability Plan. In order to maintain WASC accreditation, Lionel Wilson College Preparatory Academy will continue to implement the WASC action plan:

- Addressing program sustainability and preventing teacher burnout
- Increase staff retention
- Meet the needs of English Language Learners
- Continue to develop benchmarks to assess school values
- Increase student learning opportunities encompassing high-level, rigorous technology-based student work.

Counselors also identify students who are falling behind in coursework and then leverages support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options are several and include: re-taking the course at LWP, taking the class on-line or from an external provider, in summer school and, on occasion, college replacement courses.

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

Lionel Wilson College Preparatory Academy's Goals and Actions to Achieve the State Priorities

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

In addition to the goals listed therein, LWP has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A Typical Day

Middle School

At LWP, Jakari begins his morning with his mother dropping him off around 8:00 a.m. He quickly heads to the Family Room, where Ms. Daiz, our founding cafeteria manager, serves him the most important meal of the day—breakfast. Jakari sits with his friends before heading to his first class at 8:25 a.m., eighth-grade advisory. He checks his PowerSchool to see if it is club day when scholars select their extracurricular club during advisory. Jakari builds community with his classmates and advisory teacher when it is not club day. In advisory, Jakari gets to check his grades, creates a community culture of belonging with his peers in their daily restorative justice circles, checks in using the RULER Mood Meter, and deepens his love for reading by engaging in Wilson Reads, an independent reading activity. Jakari feels safe at school because he knows he can show up as his authentic self, knowing that his school community will welcome, see, hear, and value him. He enjoys knowing that his teachers know all of his strengths and how they provide him with high support while holding high expectations. He knows that if he makes a mistake, there is a restorative way to repair harm, learn from the experience, and move forward.

Prepared for content instruction, Jakari takes his reading skills to his English Language Arts class with Ms. Isom. Ms. Isom's class encourages all scholars to be readers and writers. Ms. Isom skillfully guides Jakari in mastering the elements of argumentative writing, preparing him to compose a letter to Mayor Sheng Thao about expanding organic and local food options for East Oakland residents. During his skill-aligned reading lesson using the EL Education curriculum and specifically *The Omnivore's Dilemma*, Jakari delves into the topic of processed food and its impact on Black and brown communities while honing his ability to define domain-specific words using context clues and other deductive reading strategies. Jakari eagerly awaits his peers' and teachers' feedback on his letter and student-facing materials, knowing that if he doesn't master a specific skill on a particular day, he has the rest of the semester to do so, thanks to the school's belief in equity-based grading. He knows what questions to ask to clarify his misconceptions and that office hours with Ms. Isom are available if he needs additional support on an assignment. Jakari leaves his ELA class with a sense of accomplishment, knowing he is growing as a reader and writer. He is excited to publish and email his letter to the mayor's office.

At 10:20, Jakari goes to math class, and Mr. Vann greets him at the door. In Mr. Vann's class, all

scholars are mathematicians. Mr. Vann's class is quite comprehensive, as he is sure to teach the core elements of mathematics. Students start with math facts and number talks. Jakari engages in discussions with his peers using the Standards for Mathematical Practices to build his math fluency and to learn multiple strategies for answering questions about the properties of integer exponents. Mr. Vann always starts his class with a Do Now that reengages scholars in error analysis with questions from the previous lessons. Today, Jakari eagerly writes real-world math questions with his group to deepen his conceptual understanding and refine his procedural fluency in solving systems of two linear equations in two algebraic variables. He credits Mr. Vann's culturally responsive explicit modeling and multiple at-bats with knowing how to get started on the group project. There is a dendritic activity while discussing the math in his word problem because his peers push his thinking and expand his mathematical mind through their rich discussions. Jakari loves Mr. Vann's class because he gets to talk often about math.

A morning packed with building connections, fostering a love of reading and writing, and discussing math has built a ferocious appetite for Jakari. It is now 11:20 a.m., and Jakari can't wait to eat because it is tamale day. Jakari gets in line next to his best friends, and Ms. Diaz serves him lunch. Jakari selects a juicy, ripe pear over the tangerine today. While talking to his peers at the lunch table, Jakari focuses on the trash bins. At the beginning of the school year, Jakari was voted by his classmates to be a School Waste Reduction warrior. He humbly sees his peers properly toss their compostables and recycle the milk cartons. He admires that his peers continue to sort their lunch rubbish consistently. Jakari and his friends bolt to the basketball court to play a game. Jakari was voted MVP at the end of the basketball season because he scored the most points and was championed as the athlete most likely to show great sportsmanship. He appreciates his science teacher and coach, Mr. Martin, for building up his confidence to shine on and off the court.

At 11:50 a.m., Jakari heads to science class. As he enters the room, Mr. Martin asks Jakari about his readiness for the next basketball season. Jakari hesitates to respond, knowing Mr. Martin will no longer be his coach next year when he matriculates into high school at LWP. However, he is reassured that all his teachers at LWP go above and beyond, and he knows that his high school basketball coach will do the same. Jakari quickly goes to his assigned desk and begins his do now. Mr. Martin has prepared the room for his scholars to start their OpenSciEd science experiments. Jakari always feels like a scientist in Mr. Martin's class because of the science experiments. Their experiment is directly aligned with their work in ELA class. He is learning about plant cells and types of seeds. He is thrilled because his grade-level teachers have partnered with Planting Justice, a nonprofit organization that shows eighth graders how to plant sustainable food using organic seeds. The eighth-grade team has transformed the school garden into an oasis of learning. He appreciates how Mr. Martin exposes them to NGSS standards,

which will jumpstart him into entering the high school's Design for Social Change: An Engineering Pathway program. For example, Mr. Martin requires his scholars to use the design thinking process when developing solutions for their exhibition projects. The eighth-grade students have two cross-curricular exhibition projects per year. This semester's exhibition project requires them to create community-based solutions to address the organic food scarcity problem in East Oakland.

It's finally 1:00 p.m., and Jakari is ready for another favorite class—history. Ms. Isom has prepared a great history lesson on the intersectionality of food, zip codes, and race in the United States. Jakari deepens his content knowledge for this pathway-aligned exhibition project while better understanding how food scarcity in Oakland came to be. He knows that there is a historical legacy of racism and current corporate practices that keep fresh produce out of East Oakland. Jakari is excited to refine his persuasive writing skills by citing primary and secondary sources. He cannot wait to incorporate the evidence he gathered from his history class readings in his letter to the Mayor.

Jakari heads to his final class at 2:05 p.m. Mx. Carl treats all her scholars as the next Jean-Michel Basquiat or Frida Kahlo. Mx. Carl uses their background in ethnic studies to make art culturally responsive to her scholars. Jakari loves seeing his artwork that disrupts the school-to-prison pipeline hung on the wall of Mx. Carl's class. He knows that LWP cares about providing him with a comprehensive education beyond core subjects like math and ELA. Mx. Carl excellently collaborates with Ms. Isom, Mr. Vann, and Mr. Martin on the end-of-the-year exhibition project. Jakari is overjoyed that this middle school exhibition project will incorporate a work of art that brings awareness to food-insecure neighborhoods like Sobrante Park.

Although art class is his last period, Jakari still has an after-school program, which he is excited about because he gets to be with his friends while receiving supper, math tutoring through Sylvan Learning, club time he selects every quarter, and sports like his cherished basketball. Jakari is forming lifetime connections with his peers as he prepares to enter high school, ready to take on the rigor and excel academically and socially.

High School

Jasmin is in her final year of high school. She is excited because today is College and Career Decision Day! She gets to announce her post-secondary plans to her peers and community. She is headed to the University of California, Davis. As a first-generation college-bound student, she could not be more pleased with her time at LWP. LWP has afforded her the ability and opportunity to make this post-secondary choice.

Every day, Jasmin is greeted with a warm smile from Ms. Diaz, the cafeteria manager. Ms. Diaz, a familiar face since Jasmin's sixth-grade year, is more than just a staff member—she is family. This sense of belonging, fostered by the school's inclusive environment, is something that educators and administrators at LWP take pride in.

At 8:25 a.m., Jasmin heads to her first class, advisory. Mr. Campbell has been her advisory teacher since she was a freshman. She relied on Mr. Campbell for her letters of recommendation to college, which he happily obliged to do. Mr. Campbell goes over the school announcements and pivots to their circle time, during which Jasmin and her peers discuss their questions and wonderings about life post-LWP. On Wednesdays, Jasmin attends the Gender and Sexuality Alliance club with Ms. Liuzzi. She knows that Ms. Liuzzi has created a safe space for her and her peers who identify as LGBTQ+ and has led the way for LWP to become an inclusive, welcoming school for all students. During advisory, Jasmin is with Ms. Gaines for the Student Government Association on Thursdays. The Student Government Association, a platform for student voices, plays a crucial role in shaping the school's policies and initiatives. Her principal, Mr. Gonzalez, grants decision-making authority to the student body's elected officials because he believes that schooling is squarely about scholars and what they want. For instance, the Student Government Association suggested that scholars needed more college and career awareness support. To that end, Mr. Gonzalez and the staff at LWP created the College and Career Center that houses a pathway manager, college advisor, academic counselor, community outreach manager, and a UC Berkeley Destination College Advising Corps advisor.

It is an A Day for Jasmin, and she has Expository Reading and Writing, Project Lead the Way Engineering Essentials, Statistics, and dual enrollment courses on A days. Jasmin has Environmental Science, US Government, College and Career Awareness, and concurrent enrollment courses on B days. Jasmin is off to Expository Reading and Writing with Dr. Ross. Dr. Ross has years of experience teaching at the community college level and plans to teach African American and Black studies the following year at LWP to expand dual enrollment and credit-bearing college courses. Dr. Ross supported Jasmin in refining her philosophy of self-fulfillment, which helped her respond to the UC Personal Insight Questions during the college application process in November. Dr. Ross expects all her scholars to be writing at the college level so that they are prepared to take on the UC coursework without reservation. Jasmin's enthusiasm for her courses is infectious, inspiring other students to take a similar interest in their studies.

At 10:45 a.m., Jasmin heads to her engineering class. At LWP, all scholars participate in Design for Social Change: An Engineering Pathway. Jasmin is finishing up the last details of her senior engineering capstone project using Revit by Autodesk, an engineering software program. Mr.

Thilow tasked her class with identifying a community problem using the Design Thinking Process. Jasmin has meticulously created a structure using Revit that will be a community hub to offer enrichment activities, specifically in STEM-forward careers. Jasmin is excited to present her capstone in her senior defense, where she will show her project and demonstrate her college and career readiness. She is keen on pursuing a life as a life-long learner to design a more equitable reality for her community.

Jasmin heads to lunch at 12:20 p.m. She has mustered up an appetite from spending the morning reading college-level texts, responding to text-dependent questions, and applying NGSS and Science and Engineering Practices in her capstone project. She is preparing feedback for her teachers on this year's capstone project. At LWP, students provide input at the onset of their two exhibition projects, at the midpoint, and then at the end. At LWP, learning is collaborative between the teachers and students. She checks her phone to see whether she needs to mentor middle school students in understanding A-G requirements. After finishing her feedback comments and planning the rest of her day, she converses with her peers.

After lunch, Jasmin is off to statistics. Ms. Liu eagerly awaits her scholars at the door. She is incredibly proud of Jasmin's cohort because 95% of her class is A-G eligible, and 100% will graduate by June. Ms. Liu focuses on her scholars' brilliance and assets. Jasmin learned how to run a statistical analysis to determine whether her capstone project's mission would revitalize the Coliseum neighborhood of East Oakland compared to a neighborhood absent from those efforts. Ms. Liu worked closely with Mr. Thilow and Dr. Ross to create a cross-disciplinary pathway-aligned exhibition project. At LWP, the faculty gets to deep learning to necessitate transferable skills. Jasmin's academic achievements are a source of pride for her, her family, and the LWP community.

Jasmin's final class of the day is an algebra course offered by the Peralta Community College District. Last year, her school formed a College and Career Access Pathways partnership with Peralta. Jasmin can now take dual enrollment credit-bearing college courses to satisfy most prerequisites when she enters UC Davis in the fall. She knows she can take a concurrent enrollment course through any neighboring or state community college if a college course is not offered on campus. The flexibility of her last period allows her to collaborate with Berkeley Engineering to get feedback on her capstone project. Her pathway coordinator, Mr. Pullman, also supported Jasmin with an internship opportunity in engineering at a local firm. She appreciates all of the work-based learning opportunities LWP has provided her throughout her tenure at LWP.

It's finally time for her College and Career Decision Day. Jasmin enters the Family Room, LWP's

auditorium. She is met with a well-decorated space with college pennants adorned throughout. Her parents, both migrants from Jalisco and Michoacan, Mexico, are seated towards the back of the Family Room. She cannot hold back her tears. She is the first in her family to attend college. She is setting an example for her younger siblings and the rest of the LWP community of learners. When she sits at the table with her name, she recalls the sacrifices her parents made and how the LWP faculty supported her throughout her academic journey. She hears her name called and walks across the stage, handing her college decision over and receiving a certificate of completion for declaring her future postsecondary plans. Although this moment is fraught with uncertainty, LWP instilled in her the skills necessary to live a life worth living with purpose and criticality. Jasmin embodies LWP's values: Love, empathy, compassion, joy, and collaboration. On this very day, the value of joy, the freedom to celebrate individual and collective experiences absent from the threat of retaliation from dominant power structures, permeates the Family Room. Jasmin is ready to be the positive change her community awaits. Jasmin is LWP.

Element 2: Measurable Pupil Outcomes and Element 3: Method of Measuring Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State

Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP which is attached as Appendix XI. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at aspirepublicschools.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)

2. Each year, at least 54 percent of students positively rate school safety.	70%
3. Each year, at least 58 percent of students positively rate academic instruction.	70%
4. Each year, at least 48 percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	60%
5. Each year, at least 90 percent of students are A-G eligible.	100%
6. Each year, at least 90 percent of students attend a two or four year university.	100%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Assessment

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments (e.g., i-Ready), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition to regionally selected formative and curriculum based assessments, exit slips and analysis of student work. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

Our Aspire-wide assessments (e.g., i-Ready) have been thoughtfully selected from a list of verified data assessments approved by the State Board of Education and provided by the CDE. These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505 , but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students’ incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it’s equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire’s broader mission of nurturing our scholars’ pride in their abilities, identities, and connection to their community.

Internal Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
i-Ready ELA	6-12	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also

				<p>includes Lexile information and domain placements for insights into reading performance.</p> <p>LWP is transitioning from MAP to i-Ready in 24-25 to align school-wide on a universal screener.</p>
iReady Math	6-12	Universal Screener & Diagnostic	3x per year	<p>i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance@</p> <p>LWP is transitioning from MAP to i-Ready in 2024-25 to align school-wide on a universal screener.</p>
Panorama SEL Screener	6-12	Universal screener	2x per year	<p>The Panorama SEL is a universal screener used twice a year to determine school-wide needs, subgroup trends, and identify opportunities for targeted and intensive support.</p>
Smarter Balanced Interim Assessments (“IAB”)	6-8, 11	Universal Screener	2x per year	<p>Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments (“ICAs”). They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between</p>

				<p>three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.</p>
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State required Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
SBAC CAA	6-8,11	Summative (state required)	1x per year	<p>SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for math.</p> <p>The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine</p>

				the results for these indicators
California Science Test CAA Science	8, 11	Summative (state required)	1x per year	<p>CAST is the state science assessment intended to assess the Next Generation Science Standards . Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years</p> <p>The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.</p>
Initial ELPAC Alt ELPAC	6-12 (new students)	Universal Screener (state required)	1x only	Initial ELPAC is the state assessment for identifying ELL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program
Summative ELPAC	6 -12	Summative (state	1x per year	Summative ELPAC is the state assessment for all MLL students and is

Alt ELPAC		required)		aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the ELPI for the CA School Dashboard and for federal accountability.
PFT	7, 9	Summative (state required)	1x per year	The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a level of fitness that offer a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card (“SARC”).

Collecting, Analyzing, and Reporting Data

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 internal dashboards
- 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 California Assessment of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the Physical Fitness test will be administered and used to inform The

Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire uses many in-house assessments which inform daily instruction. Aspire utilizes 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: CAASPP, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

External Reporting

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

Element 4: Governance

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to an audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

Non-Profit Public Benefit Corporation

The Charter School is a directly funded independent charter school operated by Aspire Public Schools, a California nonprofit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporations law.

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

Attached, as Appendix XII, please find Aspire Public Schools' Articles of Incorporation, Bylaws in Appendix XIII, and Conflict of Interest Code found in Appendix XIV. Proof of Aspire's tax exempt status is attached in Appendix XV. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq.* as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors

The Charter School will be governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The number of directors on the Board shall be not less than three (3) or more than eleven (11). The Aspire Board of Directors currently consists of seven (7) regular members. Directors shall be elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years. A director may not serve more than two (2) consecutive terms.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board shall participate in ethics training, as required by law.

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 process.

1. Nominations are open, and may be submitted by completing the Nomination Form.
2. Candidate names and bios shared with the Governance Committee.
3. Governance Committee considers alignment with Aspire identified board composition goals established by the Board, and selects prospects for initial conversations.
4. CEO and/or Board Chair and/or Governance Committee Chair will have an initial vetting conversation with potential candidates to assess candidate alignment with Aspire values using Board Candidate Questions. Feedback provided to the Governance Committee.
5. Candidates with mutual interest should be sent a packet by Aspire staff that includes:
 - a. Board member job description
 - b. Annual board meeting schedule
 - c. Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
 - d. Aspire overview
 - e. Organization chart
6. The CEO has a conversation with the candidate to discuss strategic Aspire issues. Feedback shared with the Governance Committee.
7. Additional conversations with the Governance Committee and other members of the Board as needed using Board Candidate Questions.
8. Board Chair and/or Governance Committee Chair informs Diversity, Equity, and Inclusion Council (DEIC) of candidate name and reason for interest in candidate.
9. 1-2 members of DEIC have call candidates using Board Candidate Questions and provide feedback to the Board Chair and/or Governance Committee.
10. Executive Director, Aspire Foundation provides an opportunity for the candidate to visit an Aspire school in their region.
11. The Governance Committee makes recommendations to the full Board.
12. Board votes on nominations.
13. Preferably, a newly appointed Board member's term begins at the full board meeting after the candidate accepts membership.

All Board meetings are noticed and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c). 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 and virtually are permitted and utilized in accordance with the Brown Act.

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, racial, ethnic and gender diversity are very important factors.

Following are the names and relevant qualifications of the Aspire Public Schools Board of Directors.

Beth Hunkapiller, Board Chair: Beth Hunkapiller is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. She is a 19-year member of the San Carlos School District Board of Trustees. Mrs. Hunkapiller is a founder of the San Carlos Charter Learning Center, the first school to receive a charter in California. She served ten years on the California Advisory Commission on Charter Schools and was its chair in the final two years. Mrs. Hunkapiller was the Director of the Charter Schools Division at the California Department of Education. Currently, she is a member of the board of Ensemble Learning. Mrs. Hunkapiller graduated from Oklahoma Baptist University with degrees in English and political science and received her master’s from the University of Southern California.

Anthony Barkett: Anthony Barkett, a native of Stockton, graduated from St. Mary’s High School and UCLA with a degree in political science and economics. He received his Juris Doctorate from McGeorge School of Law and was admitted to practice law in California. He is a managing member of several LLCs investing in real estate, agriculture, and alternative energy, with projects located throughout California, Arizona, and Hawaii. He has long been active in local agencies including twenty years as a Board member of the Downtown Stockton Alliance. He is currently a Port Commissioner at the Port of Stockton, as well as Board President of Ready to Work, a 501(c)3 devoted to helping homeless and previously incarcerated men achieve self-sufficiency through work and job training.

Ay'Anna Moody: Ay'Anna Moody is a proud 2nd Generation Oakland Native, currently serving as the Senior Director of Social Impact for the Golden State Warriors. Prior to her role with the Warriors, Ay'Anna held impactful positions, including Director of College Access for the Oakland Promise and Coordinator of College Access for the Oakland Unified School.

During her tenure, Ay'Anna spearheaded initiatives that significantly increased FAFSA/Dream Act Application completion rates to 85% and raised the high school graduation rate to 70%, marking the highest graduation rate in decades within OUSD. She also secured a \$1M grant from JP Morgan & Chase to implement financial capability programs in Oakland schools in 2020.

Ay'Anna's dedication, strategic thinking, and commitment to equity have left an indelible mark on the Oakland Promise and OUSD. An alumna of Aspire Public Schools, she earned her B.A. in African American Studies and Political Science from UCLA and continued her academic journey with an M.A. in Education Policy and Social Analysis from Columbia University.

Beyond her professional endeavors, Ay'Anna is deeply engaged in community organizations. She serves as the 1st Vice President of the Oakland NAACP and a Board Member for Spark SF, the San Francisco Unified School District's 510(c)(3) arm.

Lorea Martinez: Dr. Lorea Martínez is the award-winning founder of HEART in Mind Consulting, a company dedicated to helping schools and organizations integrate Social Emotional Learning (SEL) in their practices to remove barriers to learning. She has worked with schools, districts, and organizations to guide SEL implementation efforts, including training teachers and leadership teams, and provided guidance to educational technology and media companies to help them integrate SEL in their products.

An educator who has worked with children and adults internationally, Dr. Martínez is a faculty member at Columbia University Teachers College, educating aspiring principals in Emotional Intelligence. She has conducted extensive research in the SEL field, focusing on SEL implementation, principals' Emotional Intelligence, teacher preparation, and school climate. She frequently blogs about how to incorporate SEL in teaching practices, leadership, and parenting.

She received her Doctor of Philosophy, magna cum laude, in Quality and Innovation in Education from Universitat Autònoma de Barcelona. In 2014, she was awarded the American Education Research Association Graduate Student Award for Excellence in SEL Research from the SEL Special Interest Group.

Dr. Martínez started her career as a special education teacher and administrator, including becoming the first Program Specialist for Aspire's Bay Area schools, followed by four years as a senior analyst on Aspire's data and assessment team from 2009-2013. A native of the Costa

Brava in Spain, she currently lives in the San Francisco Bay Area with her husband and two daughters.

Christina Christopher: Christina Christopher, a proud parent of four and grandparent of five, is a fierce advocate for children and families in our education system. She is the CEO of Bold Enterprises LLC, the Education Director of the National Action Network (a Civil Rights organization under the leadership of Reverend Al Sharpton), the Trustee on the Board of Directors at Aspire Public Schools, and a community liaison for the Executive Order on White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans. For the past 4 years, she has been a practitioner of the Stanford University Hoover Education Success Initiative Practitioners Council, which is under the leadership of former Secretary of State Condoleezza Rice. Ms. Christopher formerly served as Director of Policy and Legislation with the National Parents Union, as Statewide Community Organizer for the California Policy Center, and as local NAACP Education Chair.

With an academic background in Political Science and Business Administration, a track record of advocacy on civil rights issues, and a deep understanding of grassroots community organizing, Christina empowers families to advocate for learning justice. She elevates authentic family voices through articles and podcasts and now dedicates her life to training families in attacking persistent racial disparities in education. In her roles, she works alongside families and local leaders in underserved and vulnerable communities, zealously advocating for quality schools.

Veleta Savannah: In addition to serving on our Board, Veleta Savannah is Vice President of Finance and Human Resources at CodePath.org, an organization that is reprogramming higher education to create the most diverse generation of engineers, chief technology officers, and founders. She brings a wealth of expertise leading financial, operational, and compliance teams in both public and private sectors, including serving as controller at Aspire from 2010-2013. In alignment with her personal mission to serve as a voice for the underserved and to support financial literacy in marginalized communities, Veleta also serves as a board member with 1st United Credit Union and Girls Garage. Veleta is a former Aspire parent, whose daughter – now pursuing a degree at NYU – attended Aspire Triumph Technology Academy.

Carol J. Ornelas: Carol J. Ornelas is a visionary and advocate for providing quality “affordable housing” for families within the Central Valley – Fresno, San Joaquin, Sacramento, and Stanislaus. For the past 40 years, she has been the Chief Executive Officer for Visionary Home Builders of California, Inc. (VHB), a non-profit residential development company headquartered in Stockton, California.

Carol Ornelas serves with distinction as the first female developer in the Central Valley and is highly recognized as a national leader in the non-profit housing development community. Her strength is in building and creating partnerships within the communities she serves and collaborating with City, State, and National officials to provide quality “affordable housing.” Under Carol’s direct leadership, VHB has built and rehabilitated more than 1,500 units of rental housing and more than 1000 residential homes for first time homebuyers in the Central Valley of California. She has been able to bring over \$850 million in grants and private dollars to develop affordable housing in the San Joaquin Valley.

In addition, the VHB Homeownership and Rental Center was established in 1999 to provide educational opportunities to community residents seeking guidance on purchasing a home, with special emphasis on financial responsibility, understanding mortgage and lending, as well as general education for sustaining a healthy home and lifestyle. The Homeownership and Rental Center has also assisted thousands of families through the foreclosure and loan modification process.

In 2010, Carol was one of 49 leaders nationwide selected to participate in the NeighborWorks® Achieving Excellence in Community.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board meeting minutes and bylaws on the Charter School’s public website.

The Board of Directors is responsible for establishing broad policies that affect all Aspire charter schools, including the Charter School. 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, potentially controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire’s work.

The Board is also responsible for supervising Aspire’s Chief Executive Officer (CEO) and monitoring the programmatic, operational and financial health of all Aspire charter schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

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

For Aspire board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any members of the public who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the Board of Directors sets and approves its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Given current student enrollment across the Aspire network, Board meetings are physically held at the Central Valley Regional Office of Aspire Public Schools, currently 4202 Coronado Avenue, Stockton, CA 95204 and are subject to change pursuant to the terms above. Regular Board meetings are typically held 6 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the

Political Reform Act, and Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1. Board members may abstain from a vote.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all Charter School-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act requirements. The Executive and Compensation Committee meetings are broadcasted in the same way as the full Board meetings.

The Executive and Compensation Committee's responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance and audit reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admission policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;
11. Review and approval of Local Control and Accountability Plans for each individual Aspire charter school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings

Aspire Public Schools Leadership

Chief Executive Officer ("CEO") – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Chief Financial Officer (“CFO”) – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

Chief Operating Officer (“COO”) – The COO is responsible for overseeing Aspire’s Operations, Facilities, Data & Assessment, Student Services and Technology teams.

Chief of Staff (“COS”) - The COS is responsible for supporting the entire leadership team to make its collective time, planning, communication, and decision making more efficient and impactful.

VP, Program Supports - The VP, Program Supports is responsible for overseeing areas of compliance in support of Aspire’s educational program, such as special education, Expanded Learning, Multi-Language Learners, and Post-Secondary Success.

Regional Executive Director – This role is responsible for the overall performance of the schools in their region. The Regional Executive Director also provides coaching and mentoring support to the principals that they manage.

Principal – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

Aspire Public Schools Board Committees

Finance Committee- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization’s bond covenants

Executive and Compensation Committee - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:

- Act with delegated limited approval authority of the Board (defined below) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

Audit Committee - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession
- Assess the effectiveness of board, directors and committees
- Identify opportunities for the Board to keep abreast of

Parent Advisory Committee

Aspire encourages all educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the school. In order to achieve this important end, the Charter School shares local control with a Parent Advisory Committee ("PAC").

The PAC can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective committees are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. The PAC is an important part of our Charter School's accountability to the students, families and community. The PAC is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The PAC is comprised of the principal, staff representatives, students (for sites that serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the Charter School, the Principal plays a vital role in the success of the PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, collaboration on educational partner priorities and concerns, and guidance for the overall implementation and success of the group.

Educational partner involvement is critical to the success of the PAC . Any parent or guardian of an enrolled student is allowed to participate on the Parent Advisory Committee. Public participation is also valued. Meetings are promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members also complete a survey assessing their perceptions of the committee, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, each school's website contains the following information in both Spanish and English:

- Timely notices of school committee meetings that involve parents.
- Meetings held/interpreted in Spanish and English.
- Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
- Short summaries of issues, ideas, and decisions of school committees
- At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The PAC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the PAC :

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Personnel recommendations and decisions

English Learner Advisory Committee

The role of the English Learner Advisory Committee (“ELAC”) is to advise the Principal and Parent Advisory Committee on programs and services for English learners. The ELAC acts in an

advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other community meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the Principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place every year, in the Fall. The term of office is two years. If there are vacancies, the Charter School may conduct elections at any time, or refer to the ELAC by-laws as to how to fill the vacancies.

In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in any language that 15% or more families indicate is the home language. Additionally, the printout of the ParentSquare message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

Parental Involvement in Governance

In order to encourage and support educational partner involvement, each Aspire charter school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English and any other language that a family requests.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the charter school.
4. Short summaries of issues, ideas, and decisions of school committees
5. At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

As the leader of the Charter School, the Principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Student Involvement in Governance

Our Student Government Association ("SGA") is an A-G credit-bearing course where our elected student body works closely with the Principal and leadership teams to inform policy, provide input in programming, and plan school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. The SGA regularly invites OUSD Board members and other influential community members to our Charter School to observe our academic programs. The SGA provides regular feedback on our instructional programming, too. For instance, the SGA provided input on their pathway-aligned exhibition projects to have a voice in their education. Multiple SGA representatives attend our quarterly School Site Council meetings to help monitor and provide input on the LCAP.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

If the Charter School serves grades 7 through 12, the Charter School will also include at least one student member on its Parent Advisory Council to help monitor and provide input on the LCAP.

Additional Opportunities for Family Involvement

- Exhibition panels – Families may sit on panels to judge student work twice a year.
- School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.
- Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
- Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.
- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

Overview

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or any of the characteristics listed in Education Code Section 220 or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital department, along with the Director of Employee Services, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Sections 47605(l)(1) and 47605.4(a). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

- Leading a large, mission driven organization with inspiration and vision
- Developing a long-term organizational strategy and investing a broad group of stakeholders in its execution
- Cultivating and nurturing authentic relationships with team members across and throughout the organization
- Applying an equity lens across all programs and functions with the goal of transforming organizational culture and practices
- Setting an aspirational example of personal character and fortitude for every staff member, and inspiring and effectively managing staff to achieve extraordinary results
- Ensuring that an organization has a viable, long term financial plan and a diversified and sustainable funding base
- Engaging a Board of Directors to address key issues facing the organization, and keeping the Board apprised of the general running of the enterprise on a regular basis
- Articulating the case for change and translating it to actionable plans

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making
- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution
- Can attract, develop and inspire great teams

Required educational level:

- Bachelor's Degree/ CPA and/or MBA preferred

Required experience:

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

Chief Operating Officer

The Chief Operating Officer will drive the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversee the Operations, Technology and Data Analysis teams. This person will work cross-functionally and collaboratively to share, create buy-in and implement their vision and strategy. A strong candidate for this position will have excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

Required knowledge, skills, and abilities:

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Experience in managing and improving operational areas, such as technology and data and data analysis
- Excellent communication, interpersonal and meeting facilitation skills

- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Proven ability to successfully manage, evaluate and coach others
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes.
- Strong analytical skills to research complex problems and recommend strategic and cost-effective solutions
- Proven ability and success at using data to draw insights and make decisions
- Willingness to “get your hands dirty” and understanding that no task is too big or too small
- Ability to work in a fast-paced, dynamic environment
- Commitment to Aspire’s mission

Required educational level:

- Bachelor’s degree required

Required experience:

- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments
- Experience in K-12 public education, highly preferred

Chief of Staff

The Chief of Staff to the Chief Executive Officer leads the development and communications teams for the organization, in addition to providing support for the CEO and management team. This individual works with the management team to shape the strategy and nature of the activities for the development and communications teams, then ensuring execution of that work. Management team is supported by this individual through management of their team meetings. The Chief of Staff works to ensure that the CEO’s time is being spent on the highest priority organizational issues, and leverages the CEO’s effectiveness by leveraging their time. This is an opportunity for someone who is passionate about academic achievement for all children and has both strategic and operational experience in growing organizations and/or education.

Required knowledge, skills, and abilities:

- Experience and comfort around discussion of race and equity consciousness

- Openness to feedback, strong self reflection skills
- Excellent interpersonal skills and ability to work effectively with teammates at all levels.
- Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.
- Excellent organization, time management and follow-up skills; ability to successfully handle multiple projects concurrently and work independently.
- Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.
- Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.
- Positive, can-do attitude, customer service oriented, professional.
- Comfort with a fast-paced work environment within a complex organizational structure.
- Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.
- Demonstrated history of successful project management and delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Proficiency with other organizational and communication tools such as Google Drive, Powerpoint, etc.
- Experience managing multiple points of view, coordinating across many groups of people.

Required educational level:

- Bachelor's
- Masters of Business Administration or equivalent experience highly preferred

Required experience:

- 5+ years of strategic, consultative problem solving either in a consulting firm or within an organization.
- Demonstrated history of successful project delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Experience managing multiple points of view, coordinating across many groups of people.
- Experience or strong interest in public K-12 schools and educational reform.

Executive Director

Reporting directly to the CEO, the Executive Director, has overall responsibility for the performance of all their region and schools in the areas of strategic leadership; academic and

programmatic excellence; diversity, equity, and inclusion; authorizer and community partnerships; talent development, and operational and fiscal health.

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;
- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships within the region, with the Home Office, and across the organization at large;
- Cultivating a cohesive, values-aligned regional team (inclusive of principals) that demonstrates strong team culture, communication, and role clarity;
- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong authorizer and County relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.
- Org-wide and Regional Leadership
- Academic and Programmatic Excellence
- Diversity, Equity, and Inclusion
- Community Partnerships
- Operational and Fiscal Health

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.
- Demonstrated success as an instructional leader, including professional development of teachers and principals, in public charter or district schools serving primarily BIPOC scholars.
- Demonstrated command of the intricacies of school operations and planning.
- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.
- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.

- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

Education & Certifications

- BA required, Master’s degree and above preferred
- CA Teaching or Admin Credential preferred

Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

Regional Sr. Director of Culturally Responsive Leadership Development

The Regional Sr. Director of Culturally Responsive Leadership Development is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school) and Bay Area regional team roles. The Sr. Director’s role is to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will provide support to the Regional Leaders in the areas of, culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).

- Leads robust practice of Instructional Rounds and Learning Walks across schools with school leaders, school-site teammates and other members of the regional team
- Leads and collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Participates on the Aspire-wide Principal Supervisor team
- Oversees leader development, supervision, and progress monitoring systems to ensure calibration across all principal supervisors
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework (“TLF”) and Aspire Student Learning Framework (“ASLF”).
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation

methods and procedures.

- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Regional Sr. Director of New Teacher Development and Secondary Programming

The Sr. Director of New Teacher Development and Secondary Programming is responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and/or high school) and Bay Area regional team roles that oversee region-wide school programming. The Sr. Director's role is to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will lead Regional Leaders in the areas of

culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation. Programmatically, the Sr. Director of New Teacher Development and Secondary Programming is also responsible for professional learning for all new teachers that augments school-site support. The role will design, plan, coordinate, and facilitate new teacher development throughout the school year. Additionally, the Sr. Director will also design, plan, and facilitate greater coherence of high school programming in alignment to A-G guidelines, Aspire graduation requirements, and secondary-centric problems of practice.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).
- Collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Collaborates with the Sr. Director of Instructional Programming to support the regional instructional team to design, strategically plan, goal set, and progress monitor the region-wide instructional program.
- Participates on the Aspire-wide Instructional Leadership team with the Sr. Director of Instructional Programming
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, new teachers, etc)
- Designs and manages professional learning for all new teachers that augments school-site support.
- Designs, plans, coordinates, and facilitates new teacher development throughout the school year.
- Collaborates with Sr. Directors and academic program managers to ensure new teacher and secondary professional development meets the needs of the region.

- Designs, plans, and facilitates greater coherence of high school programming in alignment to A-G guidelines, Aspire graduation requirements, and secondary-centric problems of practice.
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Oversees A-G programming, equity-based grading, and credit recovery
- Collaborates with the Regional Manager of Extended Learning to augment summer school for high school grades
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development by leveraging the TLF and ASLF.
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a

variety of meetings.

- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Sr. Director of Instructional Programming

The Sr. Director of Instructional Programming is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school) and Bay Area regional team roles that oversee region-wide instructional programming. The Sr. Director's role is to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Sr. Director will lead Regional Leaders in the areas of culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation. Programmatically, the Sr. Director of Instructional Programming is also responsible for the region-wide instructional program, which includes all content specific areas, grade-levels, and social emotional learning. The role will design, plan, and facilitate regional instructional leadership PD throughout the school year.

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Directly supervises Bay Area regional team roles (i.e., program managers, directors, or sr. managers, etc.).

- Collaborates with other regional leaders to plan and facilitate school leader PD and communities of practice.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Design and deliver robust professional development with academic program managers to ensure aligned, meaningfully integrated social-emotional learning for school leaders, school leadership teams and teachers.
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- Lead the regional instructional team to design, strategically plan, goal set, and progress monitor the region-wide instructional program.
- Participates on the Aspire-wide Instructional Leadership team with the Sr. Director of New Teacher Development and Secondary Programming
- Supports in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development by leveraging the TLF and ASLF.
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.

- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 5+ years of experience as a principal
- Experience supervising principals is preferred.

Regional Director Special Education

Under the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional

Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.
- Knowledge of Aspire’s SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

1) Minimum educational level:

- CA Education Specialist Credential and CLAD certification required OR CA Related Service Provider Credential/License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc)
- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

2) Experience required:

- 3-5 years’ experience with special education program leadership and charter experience

Regional Director of Student Services (“RDSS”)

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board (“SARB”), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively

Educational Level:

- Master’s Degree in Education, Counseling, Social Work or related discipline

Required experience:

- 8+ years’ experience working in student services related field in a public education setting
- 5+ years’ experience at a school administrator or district level position

Regional Director of Operations and Family Partnerships

The Director of Operations and Family Partnerships is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight while also leading family partnerships for Aspire Public Schools. This support could include leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Director of Operations and Family Partnerships is responsible for leading regional family partnership strategies, community engagement initiatives and relationship building efforts with key stakeholders across the region. The Director of Operations and Family Partnerships will work closely with the Executive Director to lead and implement strategic action plans that deepen partnerships with schools, families, community partners and other key stakeholders.

The Director of Operations and Family Partnerships performs related duties as required or assigned under the general direction of Regional Leadership.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially re CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.

- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and CERTIFICATIONS

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 3+ years of school or district operational system leadership experience

Principal Qualifications

The Charter School's Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. A biography of the Charter School's Principal is attached in Appendix XVIII. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers
- Strong experience in performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively

- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility
- Computer and Internet search skills

Educational Level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred
- NCLB Highly Qualified preferred

Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

Assistant Principal

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

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

Required experience:

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

Dean of Instruction

The Dean of Instruction assists the site Principal in developing a healthy school community and culture under the principals of “College for Certain”. This role is primarily focused on assisting the Charter School in developing and refining the academic program provided to students. Deans of Instruction focus their energies on staff professional development and support, aligning educational offerings to match student needs and evaluating the success of the academic program. Due to the integrative nature of schooling, this position may also be part of leadership teams that examine issues pertaining to school culture, compliance and a wide variety of tasks at the discretion of the principal. The Dean of Instruction may be involved more with teacher coaching or have a more student facing role, depending on the needs of the school.

Required knowledge, skills, and abilities:

- Experience with instructional leadership, including demonstrated knowledge of curriculum, training design, assessment, culture building and developing along with leading teachers.
- 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.
- Ability to provide excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.
- Knowledge of business and management principles in leadership techniques, resource allocation, coordination of resources and people.
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data.
- Possess skill set to select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Educational Level:

- Bachelor’s Degree;

- Masters or Ph.D. in Education preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+years teaching and/or administrative experience, preferred

Dean of Students

The Dean of Students is responsible for supporting the principal in building a culture that fosters respect and is driven by the principles of “College for Certain.” This valuable role integrates strong models of relationship development, collaborative learning, conflict resolution skills, and establishes a culture of restorative practices through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills, and abilities:

- Knowledge of business and management principles and processes involving; program development, planning, resource allocation and coordination of people and resources
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team and in stressful environments
- Ability to provide excellent communication and present information and ideas so that others will understand
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data

Educational level:

- Bachelor’s Degree required; Masters or Ph.D. in Education preferred
- Valid credential preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+ years teaching and/or administrative experience, preferred

Business Manager Qualifications

The Business Manager is responsible for overall non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors.

- Strong organizational, time management and multitasking skills
- Strong interpersonal and communication skills
- Experience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Minimum educational level:

- B.A. Degree preferred or equivalent work experience

Experience required:

- 6 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning

- Reflective in their practice
- Community-oriented
- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, per Education Code 47605(l)(1) - Teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the commission on Teacher Credentialing in the same manner as a school district. And per Assembly Bill 1505 - Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Teacher Hiring

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

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

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

- *Business/Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.
- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the Charter School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

- Proven ability to provide timely and meaningful financial analysis in a dynamic, high-growth work environment
- Strong organizational and administrative skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines
- Proficiency in use of computer technology and the internet, including MS Word and Excel
- Demonstrated ability to work well as part of a team and to facilitate teamwork to complete complex projects
- Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders including parents, teachers and community partners
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve own performance
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Knowledge of adult learning theory and experience training adults highly desired

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- A minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

After School Educator

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Required Experience

- Experience working with children or youth in a school or community-based setting

Mental Health Therapist (Special Ed)

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.

- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Educational level & Licensure:

- Master's Degree in Counseling, Social Work, School Psychology or related discipline
- Registered Associate with BBS (AMFT, ASW, and/or APCC)
- PPS credential - highly preferred

Mental Health Therapist 1 (Gen Ed)

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Minimum educational level:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC)

Highly desirable qualifications:

- PPS credential or eligibility for PPS credential
- Bilingual - Spanish

Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

Required knowledge, skills, and abilities:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Ability to excel as a member of a team and implement new learnings from professional development
- Ability to work with an ethnically and economically diverse student body
- Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

Educational level and licensures:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022

- Bachelor's Degree required; Master's Degree preferred

Experience

- 2+ years working with students which special needs in an educational setting required

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Educational level and licensures:

- Bachelor's degree
- Master's in education preferred
- Pupil Personnel Services Credential in School Psychology

Experience required:

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Instructional Aide, SPED Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice

- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required

- 1+ year working with students in special education with moderate / severe needs or students from urban communities in an educational setting

Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required:

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

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to support their development and growth as a new teacher. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom.

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 ASLF. Originally based on The New Teacher Project's ("TNTP") 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 Student Learning Framework is attached in Appendix XIX.

Element 6: Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

Tuberculosis Screening

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into LWP's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. LWP shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of LWP.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The

Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

LWP will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School

maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at

least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

LWP shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. LWP shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV") and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

Aspire and the Charter School is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Facility Safety

LWP 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. LWP 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. LWP shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

LWP is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LWP shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at LWP (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with LWP's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the

support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

The Charter School will strive to ensure that the students population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. The Charter School 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 to achieve a racially and ethnically diverse student population, including students who receive SPED services and/or English Language Learners. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds
- Engaging in outreach efforts and making presentation via community organizations, neighborhood groups, youth organizations, churches and other local organizations
- Advertising opening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed
- Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students
- Hosting open house events to provide opportunities for prospective applicants to learn more about the school’s academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to to enhance our programming
- Engage affinity groups in the outreach and recruitment efforts, including canvassing, open house event and student orientation events
- All outreach and recruitment materials are available in English and Spanish

LWP is committed to ensuring that all students and families feel welcome and a sense of belonging to our school community.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance

Our goal is to diversify our applicant pool, to be one that is reflective of multiple backgrounds, including students who receive SPED services and/or English learners.

LWP believes in a diverse student body and will work to ensure students from diverse backgrounds and academic needs have access to our academic program. The Charter School will conduct an annual diversity needs assessment, which will include a data collection to identify student's race/ethnicity, socioeconomic status, students with disabilities, and English learners. Key stakeholders will be engaged in this process, including school-site personnel, regional leaders, students and community members. Additional data will be collected through focus groups, affinity groups, surveys, and community-wide dialogue. The team will analyze the data collected and identify needs and opportunities to strengthen programming and outreach efforts.

LWP created action steps within our school's strategic plan to maintain diverse student populations, specifically Black scholars, students with learning exceptionalities, English Learner pupils, newcomers, and redesignated fluent English proficient pupils. Our Black student enrollment doubled from last year to this year because we prioritized building connections with our Black families. Through focused parent meetings and events, LWP's community outreach manager and leadership team have cultivated stronger relationships with our existing Black families. Next year, every Black scholar will be matched with a mentor to create a more vital bridge to our school community. As a network, one of the region's priorities is pro-Black programming, which includes culturally responsive instruction, cultural celebrations, guest speakers, and workshops that promote Black history, culture, and achievements. LWP has a dedicated Pro-Black coordinator who participates in a monthly community of practice. They collaborate with other coordinators to develop policies and strategies to maintain and increase Black scholars at Aspire. Not only does LWP want to recruit more Black families, but LWP wants them to feel seen, heard, and valued at our school.

LWP's Multilingual Learner (MLL) Coordinator launched the Language Lab to better support English Learner pupils, redesignated fluent English proficient pupils, and newcomers. Our newcomer population has doubled in size from last year to this year. LWP instituted newcomer programming during advisory class to support newcomers in developing as multilingual learners more quickly, as they need more targeted English instruction. LWP's MLL coordinator and staff

also regularly hold professional development meetings with staff to share best practices for adding accommodations for MLLs (i.e., ELs, RFEP, and newcomers). LWP’s community outreach manager has coordinated many community events at our school so prospective families can learn more about our programming and have input in supporting our MLLs. For instance, we partnered with the California Association of Bilingual Education to build on our families’ advocacy capacity to bring more robust MLL programming during the monthly Family Action Council meetings and the quarterly English Learner Advisory Committee meetings. LWP’s general education teachers also receive MLL coaching in addition to their weekly coaching sessions. LWP’s MLL coordinator and coach expands teachers’ repertoire to include strategies to build bridges between our MLLs, their families, and our school community. LWP’s staff can access the Language Line, a translation service, to keep in touch with MLL families who speak a primary language other than English. Given our efforts to make our school an inclusive environment for our MLLs, LWP continues to see exceptional English Language Progress as measured by the CA Dashboard.

LWP is dedicated to retaining students with learning exceptionalities. LWP implemented a co-teaching inclusion model during the 2023-2024 school year. LWP recognizes that students with learning exceptionalities learn best alongside their peers in general education classrooms. LWP is committed to facilitating individualized education plans (IEPs) for parent advocacy and creating personalized incentive plans. These plans are designed to provide tailored support to students with learning exceptionalities, helping them meet their academic and IEP goals. LWP continues to welcome all students with various exceptionalities. Overall, LWP is committed to designing for the margins to maintain enrollment of Black scholars, MLLs, and students with learning exceptionalities.

Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

Objective	Metric	Completion Date
<i>Data Analysis:</i> Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year	Collect data and organize for review	By the first month of the school year
<i>Research:</i> Research the latest available data on ethnic, SPED and	Collection of this data and create a comparison table	By November 1st of each school year

EL diversity for the District		
<p><i>Enrollment Plan:</i> Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds</p>	<p>Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and stakeholder participation</p> <p>Stakeholder engagement: 2-3 affinity focus groups held, affinity group surveys distributed</p> <p>Marketing plan and budget secured</p>	<p>By November 1st of each school year</p>
<p><i>Marketing Materials:</i> Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish</p>	<p>All marketing materials and written communications are translated and a translator is secured for all all open house information sessions</p> <p>Enrollment information on organization’s website is updated and translated</p>	<p>By November 15th of each school year</p>
<p><i>Advertisement and Marketing:</i> Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.</p>	<p>Advertise in at least 2-3 media sources</p>	<p>By January 15th of each school year</p>
<p><i>Progress Monitoring:</i> Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.</p>	<p>Collect and analyze application data including available ethnic information halfway through the open enrollment period</p>	<p>By January 15th of each school year</p>
<p><i>Community Outreach:</i> Conduct</p>	<p>At least 3 community canvassing</p>	<p>By February 15th of</p>

community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.	events held during the open enrollment period and participate in 2-3 community events	each school year
<i>Engage with Prospective Families:</i> Host open house information sessions for prospective families to learn more about the school.	At least 3 open house information sessions held during the open enrollment period	By February 15th of each school year
<i>Student Registration and Orientation:</i> Support incoming families with registration process and host orientation event to share key school information with new families to support their transition	Regularly scheduled registration office hours for new families and host an orientation event	By May 30th of each school year
<i>Enrollment Data Analysis:</i> Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment	Collect and analyze incoming student registration data including available ethnic, SPED and EL status	By May 30th of each school year

Element 8: Admissions Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

Non-Discrimination

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

may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students currently enrolled at an Aspire School (Intra-Aspire Transfer)
2. Children of Aspire Regular, Full-time employees
3. Siblings of students already admitted to the Charter School
4. Children of founding families of the Charter School (if applicable)
5. Children residing within the District
6. All other students in the state of California

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School's application process is comprised of the following steps:

1. Currently enrolled Charter School students are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization's website at <https://aspirepublicschools.org/enroll/> and information on the enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at <https://aspirepublicschools.org/enroll/>. Families do not need to attend the lottery in order to secure enrollment.

The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second

preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The enrollment system software is programmed with the admission preferences. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference.

5. An Aspire designee will be in attendance at the lottery, which is open to the public.
6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Business Manager by phone, email, and/or mail and asked to register within the designated timeline for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity will be able to see their place on the waitlist via their enrollment system account or by inquiring with the school office. This wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.
7. Upon confirmation that a student has secured a spot at the Charter School, parents must submit a completed Registration Packet by the specified timeframe. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's office staff will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

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

November - February	Open Enrollment: November- February Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested
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	families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.
January	Re-enrollment Forms for Current Students: January Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.
Early March	Admission Lottery: March Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.
Late March - June	Student Registration: March- June Students admitted to the school complete their registration forms. New student orientation events are held to support families with the registration process.

Element 9: Independent Financial Audits

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the

Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered 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. Below are our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behavior Intervention systems (“PBIS”).

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

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

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

Social-Emotional Learning (“SEL”)

Our approach to Social and Emotional Learning is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional program and beyond.

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

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies, the Charter School utilizes a variety of interventions and school-specific policies.

Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- School and/or community service
- Detention
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)
- Behavior Daily Reports
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community building circles

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

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

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

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, and other staff around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
 - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
 - Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
 - Professional Development topic pages, supports resources around discipline and behavior interventions

- Family resource referrals for outside agencies and supports

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

- Most common behavior incidents by type
- Suspension rates for students
- 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 a 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 RDSS's role is to routinely analyze non-academic data such as behavior incidents, suspension data, attendance data and other indicators and bring trends (positive and negative) to the attention of the admin team at the school site and the Executive Director.

Suspension and Expulsion Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures

fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians⁵⁰ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office, room 136.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to

⁵⁰ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

challenge the involuntary removal. If a student’s parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code Section [48925](#))

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Section [48910](#). Removal from a particular class shall not occur more than once every five schooldays.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code Section [48925](#))

Notice of Regulations

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and involuntary removal. (Education Code Sections [35291](#), [48900.1](#), [48980](#))

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and

thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or

students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on

its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile"

means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more

than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian[1], at the conference. As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive

Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Administrative Actions

All requests for student suspension are to be processed by the Executive Director, Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director, Principal or designee. This is

accomplished by entering this information into Aspire’s electronic student information system. (Education Code Section 48911)

Suspension Appeals Process

A student or the student’s parents or guardians may appeal a suspension imposed upon a student for their school-related offenses. The family may appeal first in writing at the Charter School level as directed to the Principal. The Principal or Principal’s designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the Executive Director designee, Regional Director of Student Services (“RDSS”), for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within Charter School guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board, including the requirement to issue a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code Sections 48918(a)(2) and 48918(d))

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code Section 48918(a)(1))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a)(3))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 schooldays, as defined in Education Code Section 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code Section 48918(a)(3))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code Section 48918(a)(3))

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Aspire's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Executive Director, Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) days prior to the hearing. (Education Code Section 48918.1)

If the student facing expulsion is a homeless student, the Executive Director, Principal or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least ten (10) days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or

their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be

entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public (complying with all student confidentiality rules unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code Section 48918(c)(1))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code Section 48918(c)(2))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director, Principal or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code Section 48918(i)(1))

Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code Section 48918(i)(2))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration. (Education Code Section 48918(i)(3))

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. Expulsion Decision

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director, Principal or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code Section 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based

solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code Section 48918(f))

The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Board of Directors may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code Section 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code Section 48917)

3. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code Section 48917)
4. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

K. Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code Section 48902)

The Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

L. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public session. (Education Code 48918(j))

The Board's decision is the final act within the jurisdiction of Aspire Public Schools.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)

M. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

N. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

O. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

P. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by

parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Q. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

R. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director, Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's, Principal's, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Prior to the date set by the Board for the student's readmission:

1. The student or parent/guardian is responsible for contacting the Executive Director, Principal or designee to request a readmission hearing. Upon receiving such a request, the Executive Director, Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director, Principal or designee shall verify that the provisions of this plan have been met. Charter School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Executive Director, Principal or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation

in closed session. If a written request for an open session is received from the parent/guardian or student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Executive Director, Principal or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
4. Readmission and placement shall be at the discretion of the Executive Director, Principal or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code Section 48916)
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code Section 48916)
7. Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director, Principal or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director, Principal or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code Section 48645.5)

S. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

T. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director, Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

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

Eligible (Certificated) employees at LWP shall participate in the CA State Teachers’ Retirement System without Social Security; Eligible (Classified) employees will participate in the CA Public Employees’ Retirement System with Social Security, depending upon each individual's eligibility. The Payroll/Retirement and Human Resources Departments at Aspire shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 12: Pupil Attendance Alternatives

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

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

No student may be required to attend the Charter School.

Element 13: Employee Rights of Return

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

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

No individual may be required to work for the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

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

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

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

To Aspire Lionel Wilson College Preparatory Academy, c/o Principal:
Aspire Lionel Wilson College Preparatory Academy
400 105th Avenue
Oakland, CA 94603

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

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

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act

of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s)

regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final “closeout audit” within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports

4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - A. Name and contact of person(s) handling the liquidation;

- B. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
- C. An identification number that corresponds to a tag on that item;
- D. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of

a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for

any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cash flow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Included in the Renewal Financial Packet found in Appendix III, please find the following documents: Multi- Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow and Budget Narrative.

These documents are based upon the best data available to the petitioners at this time.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by

the District and the Charter School's insurer. A copy of Aspire's Evidence of Insurance is attached in Appendix XXI.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either, in-house, through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

LWP currently operates within the geographic boundaries of the District. The Charter School is located at 400 105th Ave, Oakland, CA 94603. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

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

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

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts

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

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

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

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2025 and expiring on June 30, 2030.

Material Revisions and Amendments

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Appendix

- I. Performance Report
- II. Verified Data
- III. Financial Packet
- IV. Board Resolution Approving Submission of Charter Renewal Petition
- V. Comparison School Group Calculations
- VI. 6th-8th grade CAASPP Met/Exceeded Calculations for Span Schools
- VII. SELPA Agreement
- VIII. Sample School Calendar
- IX. Sample Bell Schedule
- X. Aspire's EL Master Plan
- XI. LCAP
- XII. APS Articles of Incorporation
- XIII. APS Bylaws
- XIV. APS Conflict of Interest
- XV. APS Proof of Tax Exempt Status
- XVI. Uniform Complaint Procedure
- XVII. Discrimination and Harassment Policy
- XVIII. Principal Biography
- XIX. Aspire Student Learning Framework
- XX. APS Student Family Handbook
- XXI. Evidence of Insurance
- XXII. Fiscal Control Policy

Appendix I: Performance Report

Charter Renewal Performance Report



Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal

accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points

and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

Open Responses

1. Instruction

Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.

Aspire LWP fosters a collaborative environment where data- and evidence-based practices are at the heart of our decision-making. We kick off the year with our State of LWP PD session, a collective effort where we delve into a comprehensive set of data from budget, climate, culture, survey, and academic performance. This ecological approach to data analysis informs our strategies, setting goals and ensuring accountability. Our teachers, in their weekly PLCs, and our staff, in our quarterly data stepbacks, are actively involved in this process. As a part of the larger Aspire community, we share our results with all stakeholders, ensuring transparency and collective responsibility in monitoring our school goals and progress aligned with our school-wide strategic plan.

In addition, we have maintained and expanded our Professional Learning Communities (PLCs) to all departments. PLCs continue to be an integral part of the LWP continuous improvement plan. Teachers have weekly common prep time to collaborate, plan, develop formative assessments, look at student work, share instructional strategies, design cross-curricular exhibition projects, and conduct instructional rounds.

Since distance learning due to the COVID-19 pandemic, the PLC Model has improved the following areas of our instructional practices:

1. Advanced teacher learning
2. Addressed content-specific issues
3. Fostered collegiality
4. Reduced teacher isolation
5. Lead teachers to more significant insights into teaching and learning

At LWP, we have maintained our Instructional Leadership Team (ILT), which includes the principal, assistant principal, deans, math lead, humanities lead, special education lead, science and engineering lead, and a college and career lead. Along with grade-level leads, this structure ensures that every aspect of our educational system is well-organized and everyone is part of a supportive network of adult learners keenly focused on accelerating student learning and outcomes. We couple our adult learning experiences with our coaching model.

Since SY 21-22, every teacher has been matched with an instructional coach.

Here is our coaching philosophy:

Adult learning is integral to the academic success and well-being of the LWP scholars.

All LWP staff members have a coach, including the Lead Learners.

We value maintaining a growth mindset, and we believe that all adults, regardless of their role at LWP, can improve their practice and student learning outcomes through a coaching partnership.

Here are our coaching beliefs:

Everyone is coachable and can be developed to their full potential.

We continuously strengthen our instruction and tier 1 practices to accelerate learning for all learners.

We evaluate to grow our professional expertise to disrupt racial inequities.

We transform as educators through coaching, feedback, and humility.

We publicly praise and privately correct.

We are tough on the project, not on people.

We set clear goals using the Aspire Student Learning Framework and monitor our progress toward achievement.

Most teachers meet with their coach weekly, and our ILT conducts weekly observations using the Aspire Student Learning Framework (ASLF). This tool is designed to develop our teachers' explicit teaching skills more quickly, thereby maximizing student learning outcomes. We are more instructional for novice teachers, whereas we use an inquiry-coaching approach for more

2. Areas of Success	Describe any unique areas of success beyond traditional academic measures.	<p>Aspire Lionel Wilson College Preparatory Academy, a testament to our collective commitment to excellence, has been recognized by U.S. News & World Report as one of the Top 100 High Schools in California and among the Top 20 High Schools in the Bay Area for the 2023-2024 school year. These selective rankings, published annually, consider a blend of metrics, including students' college readiness, availability of college-level curriculum, graduation rates, and proficiency test results in determining rankings. Aspire Lionel Wilson Prep, home to 412 scholars in grades 6—12, proudly stands at #92 out of 2,613 California public high schools and #19 out of 245 Bay Area public high schools, a feat we all share in.</p> <p>We have secured the California Community Schools Partnership Program grant, a significant achievement that will greatly enhance our academic support and community partnerships in our efforts to become a community-based school. We also secured the Golden State Pathways Program (GSPP) grant on the heels of receiving the K12 Strong Workforce Program (SWP) grant. These grants, coupled with our Oakland City Measure N/H funds, will sustain and expand our work-based learning programming for our high school students, including job shadowing, internships, and career exploration, a testament to our commitment to their future.</p> <p>Our College and Career Readiness (CCR) Team's dedicated efforts have yielded remarkable results this year. The successful launch of our CCR Center has contributed to a 100% graduation rate and ensured that 97% of our seniors were A-G eligible. The CCR Team's strategic partnership with San Francisco State University has provided 34 of our seniors with the opportunity for onsite admissions. Most notably, our seniors have seen a significant increase in scholarships, a direct result of the CCR Team's commitment to matching students with suitable opportunities.</p>
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<p>3. Diversity of student enrollment</p>	<p>What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?)</p>	<p>LWP strives 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. We monitor the racial and ethnic balance among our students annually and engage in various strategies, including monitoring and revising our student outreach plan to achieve a racially and ethnically diverse student population, including students with special needs and English Language Learners. These strategies will include:</p> <ol style="list-style-type: none"> 1. Our enrollment process is designed to be inclusive, allowing for a broad recruitment and application process. We actively encourage engagement from multiple stakeholders. This approach ensures that all voices are heard and considered, contributing to the diversity of our student population. 2. We engage in outreach efforts and making presentations via community organizations, neighborhood groups, youth organizations, churches, and other local organizations. 3. We advertise openings through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed, to ensure that every diverse population feels seen and heard in our recruitment efforts. 4. We conduct community canvassing for opportunities to inform our community about our school program and support for all students. 5. We host open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs 6. We develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming. 7. We engage affinity groups in the outreach and recruitment efforts, including canvassing, open house events, and student orientation events. 8. All outreach and recruitment materials are available in English and Spanish. <p>At LWP, we are dedicated to creating a welcoming and inclusive school community. We understand the importance of every student and family feeling a sense of belonging. To this end, we provide comprehensive support, including academic and emotional support, to ensure that all students thrive in our diverse environment.</p> <p>We created action steps within our school's strategic plan to enroll diverse student populations, specifically Black, unhoused scholars, and newcomers. We actively recruit scholars from diverse backgrounds to ensure our student body reflects the Sobrante Park and district population better. Our Black student enrollment doubled from last year to this year because we prioritized building connections with our Black families. Our community outreach manager and our leadership team have cultivated stronger relationships with our existing Black families through focused parent meetings and events. Next year, every Black scholar will be matched with a mentor to create a more vital bridge to our school community. As a network, one of our priorities is pro-Black programming, which includes cultural celebrations, guest speakers, and workshops that promote Black history, culture, and achievements. Not only do we want to recruit more Black families, we want them to feel seen, heard, and valued at our school. To that end, we continue to hire Black staff to allow our Black scholars to see themselves in their teachers and created a Diversity Equity Inclusion and Anti-Racism policy to protect our scholars from harm. Our newcomer population has doubled in size from last year to this year. We instituted our newcomer programming to support our newcomers in developing as multilingual learners more quickly. Our community outreach manager has coordinated many community events at our school so prospective families can learn more about our programming.</p>
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4. Student Engagement	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p>Our Student Government Association (SGA) is an A-G credit-bearing course where our elected student body works closely with the principal to inform policy, provide input in programming, and support school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. They regularly invite OUSD Board members and other influential community members to our school to observe our academic programs. In addition, our scholars requested expanded opportunities for work-based learning experiences. To that end, our College and Career Readiness Center, a beacon of hope for our scholars' future, was launched to address our scholars' recommendations. Our scholars provide regular feedback on their learning, too. For instance, scholars are invited to give input on their pathway-aligned exhibition projections multiple times throughout the year to have a voice in their education. In addition, our scholars proposed and voted, along with staff and families, on the values that they wanted to adopt.</p>
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<p>5. Family engagement</p>	<p>How do families voice concerns?</p> <p>Are there opportunities for all families to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on family feedback?</p>	<p>Our families have a multitude of accessible channels to voice their concerns. They can easily contact our teachers by calling or emailing them with academic and behavioral questions. Our Student Wellness Team (SWT) is always ready to support our families, filtering concerns and providing assistance, especially when a restorative conversation needs to happen between scholars. Moreover, our families can simply call the office and file a concern, at which point our office staff promptly directs our families' concerns to the appropriate department or staff. If the matter cannot be resolved at the school site, parents can escalate their concerns to the regional level by filing a concern form. This final step empowers our families, ensuring that their concerns are always taken seriously and addressed appropriately.</p> <p>At LWP, we value the active involvement of parents in the school's decision-making process. The School Site Council (SSC) and English Learner Advisory Committee are governing bodies that allow parents to play a crucial role. The SSC, primarily composed of parents and guardians of students, also includes student representatives from our Student Government Association and staff members. Elections are held annually to encourage transparency because this group strongly influences the LCAP. The SSC's primary purpose is to review, evaluate, and provide input on school goals, strategies, and Title I expenditures. This is all reflected in the site's LCAP. The purpose of ELAC is to advise the principal, school staff, and SSC on programs and services for English learners (ELs). The ELAC helps bring parents' perspectives on EL student achievement and services. We also hold monthly Family Action Council meetings and Coffee with the Principal to elicit community input and feedback.</p> <p>A shining testament to the impact of parental input from our SSC and ELAC meetings was using our Oakland Measure G1 funds expenditures. Our families consistently urged us to expand our arts programming for our scholars, a suggestion we sincerely appreciated. As a result, we enhanced our arts programs, providing our scholars with more opportunities for creative expression and growth. For instance, we added a digital media course and partnered with Get Empowered to offer music and dance programming. This demonstrates how family and student input can shape and improve our school's programs and services.</p> <p>Additional Opportunities for Family Involvement</p> <ol style="list-style-type: none"> 1. Exhibition panels – Families may sit on panels to judge student work twice a year. 2. School and staff evaluations—Families complete a yearly survey evaluating the strengths and weaknesses they identify with the Charter School's programming. 3. Student-led conferences – Students lead conferences on their work during the year to keep their families informed. 4. Volunteer Opportunities—Various opportunities arise for families to volunteer, such as helping in classrooms, leading extracurricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School. 5. Fundraising—Families and community members may collaborate with the Charter School to raise additional resources to support students and the Charter School program. 6. Advocacy—Families and community members communicate The Charter School's design and outcomes to the public, educators, and policymakers and advocate for necessary policies and resources. 7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours before all regular meetings. 8. In addition to beginning and mid-year surveys, LWP holds two teacher Town Halls and at least two family information nights to obtain input on the education program and LCAP goals.
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<p>6. Teacher engagement</p>	<p>Are there opportunities for teachers to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on teacher feedback?</p>	<p>Some of our teachers are involved in the School Site Council (SSC) and English Learner Advisory Committee, where they are directly involved with decision-making and school governance.</p> <p>LWP has an Instructional Leadership Team (ILT) composed of one department teacher leader, three onsite Instructional Coaches, the Assistant Principal, and the Principal. Every grade level has a grade-level lead that participates in bi-weekly Grade Level Lead Meetings and bi-weekly Grade Level Meetings. The distributed leadership teams look at the spring adjustments to the Principal's first draft of the strategic action plan and provide feedback. During the school year's first quarter, the strategic action plan is updated with the release of the California assessment results and fall progress monitoring assessment scores. Department leaders also facilitate weekly Professional Learning Community sessions for content-specific teachers to preview and provide feedback on the initial plan drafts. The Principal presents an earlier version of the plan to parents in the early spring and once again as required in the LCAP and SSC process. Once all parties have vetted the plan, the ILT aligns its work to the schoolwide action plan, focusing on specific achievement goals in bi-monthly meetings throughout the year. The school-wide strategic plan and current data provide the platform for our beginning-of-the-year teacher, student, and family summer launch.</p> <p>At LWP, we deeply value the feedback of our staff. We actively seek it through various channels such as weekly feedback surveys, Panorama, and TNTP Insight surveys. These surveys and anecdotal empathy interviews provide us with invaluable insights into our culture and climate, which, in turn, significantly impact teaching and learning. The feedback is instrumental in our ongoing efforts to assess needs and map our community's strengths to improve our school's learning ecosystem, ensuring that it is conducive to the growth and development of all our students.</p> <p>Through our distributive leadership model and many surveys, the LWP leadership has created teacher-sponsored change. For instance, during the SY 22-23, we implemented monthly teacher give-back time and expanded our teacher prep time, given our teachers' input. At the middle school level, teachers get 120 minutes of daily prep, and the high school teachers get 90 minutes of daily prep. Teachers and staff have protected lunch, in addition to their prep, which is free of supervision duty. We leverage prep time for coaching and co-planning with grade-level teachers and educational specialists. One Friday afternoon a month, teachers get self-directed time to plan, grade, and explore professional development experiences beyond our school site.</p>
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<p>7. Performance of key student groups</p>	<p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?</p> <p>(a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to</p>	<p>(a) English learners Our Multilingual Learners (MLLs) are thriving in our comprehensive English language development program, which includes integrated support. The success of this program is unmistakable, as evidenced by the double-digit growth in our MLL progress. The California Dashboard, particularly the English Language Progress meter, has consistently verified this substantial growth. Our reclassification also demonstrates significant growth from year to year. To further bolster our academic support, we introduced a newcomer program during our advisory class, recognizing the need for specific academic programming for our designated newcomers to acquire academic English.</p> <p>(b) Students with disabilities We prioritize the learning of all scholars, especially those with learning exceptionalities. When we noticed that our scholars with IEPs were making less progress than our general education students, we set particular department priorities grounded in our data analysis and schoolwide academic achievement goals to address this. Our department underwent comprehensive changes to our inclusion model. We set clear goals of having at least 95% of annual and triennial IEPs held on time and students receiving 100% of their IEP minutes to meet their IEP and grade level goals. We created education specialist and instructional aid schedules based on SAI and BIS minutes written in IEPs. In addition, our education specialists gave input into the master schedule creation to promote co-teaching opportunities as part of our inclusion model. We are refining co-planning structures to deepen collaboration between non-SpEd and SpEd teachers. At the end of the 2023-2024 school year, our education specialists had the first at-bat of cohort creation for the forthcoming school year because their input in providing services within our co-teaching inclusion model is invaluable. We are hiring a Special Populations Administrator, whose role is crucial in refining our special education programming for this upcoming school year.</p> <p>(c) students in need of remediation We offer reteaching and tutorials during teacher office hours for our scholars needing remediation. Students get weekly reteaching and retake opportunities to improve and master skills continuously. Our middle school scholars also get the convenience of after-school tutoring through Sylvan Learning Centers. This support is especially beneficial for scholars needing additional explicit instruction on the core elements of mathematics as prescribed by the 2023 Mathematics Framework for California Public Schools. Students can access personalized learning platforms like IXL and iReady to accelerate their learning at their zone of proximal development. We offer “break school” and summer school for high school scholars needing to recover credits to be on track to graduate A-G Eligible.</p> <p>(d) advanced students performing above grade level At the middle school level, we offer personalized learning programs like IXL and iReady Personalized Instruction to cater to the unique needs of our more advanced students. As our scholars progress to high school, they embark on a strategic college and career preparatory journey. They can take advantage of our dual and concurrent enrollment courses with local community colleges. This opportunity allows them to earn high school credits while preparing for college, giving them a head start in their postsecondary academic journey. This approach positions our scholars for success in higher education, setting them up for a bright future. Our scholars also participate in work-based learning experiences like internships and job shadowing. Although we have a College and Career Access Pathways (CCAP) agreement with Peralta Community College District, securing engineering dual courses on our campus that align with our engineering pathway has proved challenging.</p> <p>(e) any other student groups you are paying particular attention to We actively monitor Black student achievement as part of our Pro-Black programming. Black student growth and outcomes are important because of the national disproportionalities in academic outcomes for Black scholars. We acknowledge the need to improve reading outcomes for our Black scholars, and we are committed to this cause. With our faculty’s continued support and involvement, we believe we can make a significant difference, as we have seen with our Black students’ math growth as measure by our verified data.</p>
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<p>8. Governance</p>	<p>Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?</p> <p>Does the governing board evaluate the school leader? If so, how?</p> <p>Provide an example of a recent issue or policy that the board is working on.</p>	<p>Our board members, driven by a steadfast commitment to community engagement, actively participate in school life. They make regular visits to school sites and attend town halls, community events, and graduations. Moreover, they actively seek input and feedback from our valued community partners on policy and programming, recognizing and appreciating their unique perspectives and contributions.</p> <p>The governing board does not evaluate the school leader because the regional executive team holds this responsibility. Also, there are staff surveys (i.e., 360 survey, Panorama) that the regional executive team leverages when assessing the principal's performance.</p> <p>One notable policy that the board diligently worked on was the passing of our updated grading policy that aligns with equity-based grading. After two years of comprehensive engagement with teammates and families and in-depth data analysis, the board arrived at two new policies, ensuring a thorough and well-informed decision-making process. We implemented an updated, more equitable High School Grading Policy during the 2022-2023 school year. This past 2023-2024 school year, the board reversed its 'Credit for Ds' policy, meaning a scholar will be required to take a credit recovery course if they earn a D or below in a core subject class to receive credit for that class.</p> <p>A few highlights from the updated High School Grading Policy are as follows:</p> <ol style="list-style-type: none"> 1. Grades will be accurate and easy to understand: Grade calculations should be based on clear descriptions of a scholar's level of academic performance. 2. Grades should be bias-resistant: Grades should represent a scholar's progress towards mastery and how effectively they have met the standards for academic performance. They should not be punitive or incorporate situational perceptions of behaviors, such as how quickly scholars master a topic or their participation levels. 3. Grades should be motivational: Grading should allow multiple attempts at mastery and represent where the scholar is at the time of grading. Teachers will consider how to balance providing time for mastery with the time constraints of the course. <p>The updated grading policies and practices testify to our board's unwavering commitment to maintaining high expectations for our scholars. This commitment, which we heard from many families as a primary reason they chose an Aspire school, is a key driver in ensuring our scholars have many options for post-secondary education, instilling confidence in our educational standards and the future success of our students.</p>
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<p>9. Innovation</p>	<p>What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?</p>	<p>One of the key innovative practices at our school is structuring our master schedule. This approach ensures that our course continuum is aligned with A-G expectations, offering diverse courses. The high school master schedule, for instance, allows scholars to take WIN (What I Need) courses like English Language Development, various electives, credit recovery, and dual and concurrent enrollment (For more information on WIN, see Element 1). But what sets our school apart is our emphasis on work-based learning experiences embedded in our master schedule. This focus enhances students' readiness for college and careers and instills the skills and knowledge necessary for success in the real world. In a recent Alumni Early Career Outcomes survey, 49% of alumni reported that they are in a “strong early job,” 48% reported “high school exposed them to varied career options,” and 54% reported that “high school helped them understand the education required to get available jobs.”</p> <p>Our coaching model is a powerful tool that directly impacts student achievement. Every staff member, not just our teaching faculty, is matched with a coach who supports them in developing professionally. At LWP, we firmly believe that all people are lifelong learners. To that end, we continuously support our staff in setting their own goals and being the thought partners they need to grow while being student-centered. Our most novice educators are matched with at least two coaches to develop them more quickly in their content and pedagogy. This commitment to coaching has not gone unnoticed, with 80% of our staff consistently reporting on our Panorama surveys that they receive regular coaching and feedback, significantly impacting student achievement. This is a testament to our staff's dedication and hard work, and we are proud to support them in their professional journey.</p>
<p>10. Special Education Programming</p>	<p>What is your school’s plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?</p>	<p>To better serve our students with extensive/moderate to severe disabilities, we implemented a co-teaching inclusion model this year. Our scholars with disabilities receive comprehensive support, from OT to counseling and everything in between. Teachers and Ed Specialists co-plan during common planning time to create accommodations and universal support for students with learning exceptionalities. We also have a Learning Center where students with disabilities can receive more individualized and small-group support outside the classroom if necessary. Our goal is to provide in-class support. We are fortifying our partnership with families, recognizing their invaluable role in our students' education. We invite them to provide input on our co-teaching inclusion model, as their perspectives are crucial for us to improve our special education programming constantly. We are hiring a special populations administrator to better support our scholars with learning exceptionalities. During the next school year, the special populations administrator will develop crucial technical and adaptive skills for inclusion compliance, ensure improvement in critical metrics for compliance, and develop transformational teams to build capacity and alignment amongst general education teachers, education specialists, and SpEd instructional aids.</p>

<p>11. English Learner Programming</p>	<p>What is your school’s plan to support English Learner students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school’s plan to support newcomer students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school’s plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?</p>	<p>All designated English Learners are scheduled in English Language Development classes taught by EL-authorized instructors. We have the ELD 3D curriculum. Classes are primarily grouped by grade level, except a mixed-grade newcomer class. The newcomer ELD class has two bilingual (Spanish/English) teachers. It functions not only as an English Language Development class but also as an advisory class. The instructors monitor students’ progress in all subject areas and confer with families, including at parent-teacher conferences, and they collaborate with core classroom teachers to support student success. Our Multilingual Center hosts middle school ELD classes as well as study groups during and after school for newcomers and other English Learners preparing for presentations, projects, etc., with the support of a bilingual ELD teacher. Our Multilingual Programs Coordinator coaches ELD teachers to guide curriculum and pedagogy. The coordinator and ELD teachers deeply analyze English Learners' data, particularly ELPAC and iReady, to tailor instruction and ensure progress for all ELs, including LTELs. This personalized approach to learning and comprehensive progress tracking provides students and parents with a clear roadmap for their academic journey. Through the ELD program, we regularly inform students and families of relevant metrics and the requirements and benefits of reclassification, especially for our LTELs. Our cross-disciplinary exhibitions support LTELs with better acquiring content-specific and academic language because vocabulary is reinforced across content areas and is taught in a culturally responsive way. Importantly, we actively celebrate students' growth, reinforcing the positive outcomes of our ELD program.</p>
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12. Verified Data

[For data that meets the Ed Code definition of “verified data” and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school’s verified data. For additional information, please see the CDE’s guidance on Verified Data Criteria and Adopted Indicators.](#)

[Please also describe how and to what extent the data shows \(a\) evidence that the school achieved measurable increases in academic achievement \(defined by at least one year’s progress for each year in the school\) and/or \(b\) evidence of strong postsecondary outcomes \(defined by college enrollment, persistence, and completion rates equal to similar peers\).](#)

[Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.](#)

Encouragingly, LWP's estimates reveal a remarkable surge in college matriculation. In 2023, a 64% of our Class of 2023 graduates embarked on their college journey in the fall, marking a significant leap from 49% in 2021 for that year's graduating class. Looking ahead to the 2023-2024 school year, an estimated 93% of Class of 2024 graduates are expected to enroll in a two or four-year college, while 7% are pursuing trade school or military enlistment. These figures are a testament to the hard work and dedication of our students, filling us with pride and optimism for the future of LWP.

During the 2022-2023 school year, 32 graduating seniors (~43%) completed at least one college class at LWP. Additionally, about half (54%) of college students continued their studies, demonstrating persistence in their postsecondary academic pursuits.

Aspire LWP uses iReady for its middle school grades (6-8). In 2022-2023 and 2023-24, LWP met the 95% participation rate for all grades in Reading and math. This high participation rate is a strong indicator of student engagement and the effectiveness of our assessing methods.

On average, LWP 6-8 graders made 136% progress towards typical growth from fall to spring 2023 in Math and 129% progress in Reading during the 2023-2024 school year. As context, an average of 100% would mean that Aspire students are meeting their typical growth targets, on average, by March, which is when the end-of-year assessment is administered. When looking at student proficiency using their grade-level bands, between fall 2022 and spring 2023, students were progressively less likely to be below grade level and more likely to be on grade level or one grade below grade level.

Aspire LWP uses NWEA for its high school grades (9-12). In 2022-23 and 2023-2024, LWP met the 95% participation rate. Our NWEA MAP data results show similar trends to those of iReady. Schoolwide, 67% of students improved ELA proficiency from fall to spring 2022-23, and 75% improved math. In 11th grade, 73% of students grew in Math, and 69% grew in ELA. With few subgroup exceptions, most data points of the MAP’s Conditional Growth Index for the 2023-2024 school year are between -2.0 and +2.0. The most recent testing year, 2023-24, shows improvement over previous years in terms of all numbers falling squarely within the range, i.e., all subgroups with sufficient data for reporting are demonstrating one year’s progress per NWEA’s guidance. As with the iReady results, there is less consistency in math but improvement over time.

Pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)	Year 6 (22-23)	Year 7 (23-24)	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)	Year 6 (22-23)	Year 7 (23-24)
Students who joined the school after the first day of school	40	27	17	5	33	5	34	7.8%	5.3%	3.3%	1.0%	6.4%	1.0%	6.6%
Students who left the school during the school year	32	32	38	13	39	43	38	6.2%	6.2%	7.4%	2.5%	7.6%	8.4%	7.4%

Enrollment (for Fall 2024 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	410	-
Asian	1	0.24%
Black or African American	20	4.88%
Filipino	0	0.00%
Hispanic or Latino	384	93.66%
Native American or Alaskan Native	0	0.00%
Native Hawaiian or Pacific Islander	2	0.49%
White	0	0.00%
Two or More Races	0	0.00%
Race Not Reported	3	0.73%
Male	196	47.80%
Female	214	52.20%
Homeless Students		0.00%
Foster Youth		0.00%
FRPM-Eligible/Economically Disadvantaged	352	85.85%
English Learners	53	12.93%
Special Education/Students with IEPs	63	15.37%

Enrollment Data as of 6/20/24

Expulsions

Student Group	Number of Students						
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024
Total Enrollment	2	0	2	0	0	1	1
Asian	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	1	0
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	1	0	1	0	0	0	1
Native American or Alaskan Native	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
Race Not Reported	0	0	0	0	0	0	0
Male	2	0	0	0	0	1	1
Female	0	0	1	0	0	0	0
Homeless Students	0	0	1	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/Economically Disadvantaged	2	0	1	0	0	1	1
English Learners	1	0	0	0	0	0	0
Special Education/Students with IEPs	0	0	1	0	0	1	0

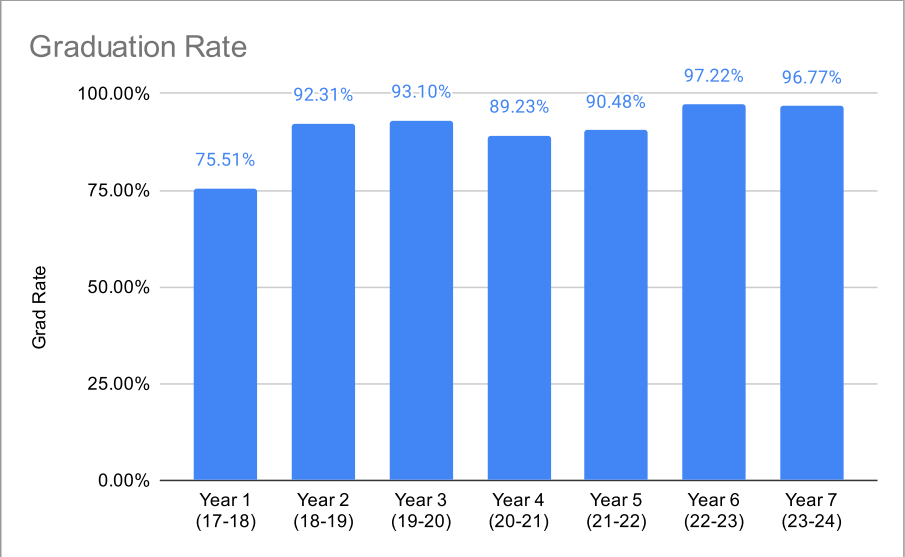
Graduation Information (High Schools only) - For Spring 2024 of current charter term

If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation	96.77%
Cohort Dropout Rate	3.23%

Year	# in Adjusted 4 Year Cohort	# Graduated	# Did Not Graduate	Dropout Rate	Grad Rate
23-24		62	60	2	3.23%
22-23		72	70	2	2.78%
21-22		63	57	5	7.94%
20-21		65	58	4	6.15%
19-20		58	54	2	3.45%
18-19		52	48	2	3.85%
17-18		49	37	9	18.37%

	Grad Rate	Drop Out Rate
Year 1 (17-18)	75.51%	18.37%
Year 2 (18-19)	92.31%	3.85%
Year 3 (19-20)	93.10%	3.45%
Year 4 (20-21)	89.23%	6.15%
Year 5 (21-22)	90.48%	7.94%
Year 6 (22-23)	97.22%	2.78%
Year 7 (23-24)	96.77%	3.23%



Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

Student Group	Number of Students						
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024
% attending 4-year college	49.00%	50.00%	42.00%	34.00%	33.00%	25.00%	50.00%
% attending 2-year college	35.00%	26.00%	15.00%	20.00%	12.00%	23.00%	42.00%
% attending vocational/ technical training					2.00%	4.00%	2.00%
% joined military					2.00%	2.00%	3.00%
% working exclusively						4.00%	3.00%

Teacher Recruitment/Retention (for each year of current charter term)

	Number of Teachers							
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Year 6 2022-2023	Year 7 2023-2024	Year 8 2024-2025
Total # of classroom teachers	25	21	23	26	22	21	21	21
# of new classroom teacher hires	6	13	6	10	6	3	7	7
# of classroom teachers retained from prior year	19	8	16	16	16	18	14	17
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	12	12	8	9	8	5	10	0
# of currently vacant classroom teaching positions (FTEs)	0	0	5	0	0	0	0	0

**Teacher Ethnicity (for Fall 2024 of
current charter term)**

Group	Number of Teachers
Asian	1
Black or African American	4
Hispanic or Latino	1
White	9
Other Ethnicity or Missing	4
Total Classroom Teachers	20

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1: 1718	<i>3/8/2017</i>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	159	80	56
		9	64	11	5
Year 2: 1819	<i>3/7/2018</i>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	289	80	157
		9	207	3	154
Year 3: 1920	<i>3/6/2019</i>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	249	84	118
		9	184	11	113
Year 4: 2021	<i>3/4/2020</i>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	184	97	65
		9	107	8	72
Year 5: 2122	<i>3/4/2021</i>	TK	n/a	n/a	n/a
		K	n/a	n/a	n/a
		6	149	92	15
		9	68	20	17
		TK	n/a	n/a	n/a

2223	3/8/2022	K	n/a	n/a	n/a
		6	147	64	43
		9	82	35	12
		TK	n/a	n/a	n/a
2324	3/7/2023	K	n/a	n/a	n/a
		6	136	70	28
		9	70	14	24
		TK	n/a	n/a	n/a
2425	3/6/2024	K	n/a	n/a	n/a
		6	98	70	20
		9	45	37	0

Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2022-23	2023-24
# of students with IEPs receiving < 450 service minutes weekly	68	64
# of students with IEPs receiving > 450 service minutes weekly	7	5
# of students with IEPs in NPS placement	0	0
Total SWD enrolled	75	69

Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.

- 2023-24 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)

Facilities and Proposed Material Revisions/Substantial Changes

<p>Facilities</p>	<p>Please respond to the following:</p>	<p>Does the school’s current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>Aspire Public Schools owns the Lionel Wilson College Preparatory Academy property at 400 105th Avenue in Oakland. There are no planned facility changes at this time, nor any plans to apply for Prop 39 during the course of the charter term.</p>
<p>Proposed Material Revisions/Substantial Changes</p>	<p>Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>	<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>	

Appendix II: Verified Data

School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education’s flexibility that was afforded to states in 2019–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE’s guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate.

Testing completion at Aspire is based on student enrollment as of the last day of our Bay Area region’s regular testing window. Student who enroll during the last week of a window (which is often listed as the makeup week on our assessment calendar) are excluded from the participation denominator. The grace period is intended to reasonably exclude students who enrolled with minimal time to be assessed. However, we still encourage schools to make an attempt to assess these students within the window deadline or as soon as possible. We modeled these business rules after the guidelines used by the state to determine CAASPP completion and apply them across all schools and all school years within our organization. The completion rates below are calculated using this framework.

2. (Optional) Delete the example row then fill in the tables below to contextualize school administration of the i-Ready assessments.

School Participation Table

School year	Grade	Number of students	Number of students	Percent of students	Number of students	Number of students	Percent of students
2023-2024 Math	6	45	45	100%	46	47	98%
2023-2024 Math	7	57	60	95%	64	64	100%
2023-2024 Math	8	52	54	96%	55	55	100%
2023-2024 Reading	6	45	45	100%	45	47	96%
2023-2024 Reading	7	59	60	98%	63	64	98%
2023-2024 Reading	8	52	54	96%	55	55	100%
2022-2023 Math	6	57	61	93%	58	60	97%
2022-2023 Math	7	55	56	98%	51	53	96%
2022-2023 Math	8	67	69	97%	64	67	96%
2022-2023 Reading	6	57	61	93%	58	60	97%
2022-2023 Reading	7	56	56	100%	53	53	100%
2022-2023 Reading	8	67	69	97%	66	67	99%
2021 - 2022 Reading	6	59	59	100%	59	60	98%
2021 - 2022 Reading	7	66	72	92%	66	67	99%
2021 - 2022 Reading	8	62	64	97%	62	62	100%
2021 - 2022 Math	6	59	59	100%	59	60	98%
2021 - 2022 Math	7	65	72	90%	65	67	97%
2021 - 2022 Math	8	60	64	94%	61	62	98%

Students Not Tested (Please list students who were enrolled during the Fall and Spring administrations and not tested)

School year	Grade	Ethnicity	English Learner	Foster	Free or Reduced-	SpEd/IEP
2122 ELA	6	Hispanic/Latino	Y	N	Y	Y
2122 ELA	7	Hispanic/Latino	N	N	Y	N
2122 Math	8	Hispanic/Latino	N	N	N	Y
2122 Math	7	Hispanic/Latino	N	N	Y	N
2122 Math	6	Hispanic/Latino	Y	N	Y	Y
2223 Math	6	Hispanic/Latino	N	N	Y	N
2223 Math	6	Hispanic/Latino	Y	N	Y	N
2223 Math	7	Hispanic/Latino	Y	N	Y	N
2223 Math	7	Hispanic/Latino	N	N	Y	N
2223 Math	8	Hispanic/Latino	N	N	N	N
2223 Math	8	Hispanic/Latino	N	N	Y	N
2223 ELA	8	Hispanic/Latino	N	N	Y	N
2223 ELA	6	Hispanic/Latino	N	N	Y	N
2223 ELA	6	Hispanic/Latino	N	N	Y	N
2324 Math	6	Hispanic/Latino	Y	N	N	N
2324 ELA	6	Hispanic/Latino	Y	N	N	N
2324 ELA	6	Hispanic/Latino	Y	N	Y	N
2324 ELA	7	Hispanic/Latino	Y	N	N	N

Indicator	School year	Student Group	Grade	Median Typical Growth	Percent Met Annual	
				from Fall to Spring	Typical Growth	
Math	2021-2022	All		6	72%	45%
Math	2021-2022	All		7	69%	43%
Math	2021-2022	All		8	108%	52%
Math	2021-2022	SPED	All		140%	55%
Math	2021-2022	AfAm	All		89%	50%
Math	2021-2022	MLL	All		117%	52%
Math	2021-2022	SED	All		43%	38%
Math	2021-2022	Hisp/Lat	All		77%	46%
Reading	2021-2022	All		6	123%	55%
Reading	2021-2022	All		7	130%	65%
Reading	2021-2022	All		8	217%	74%
Reading	2021-2022	SPED	All		159%	61%
Reading	2021-2022	AfAm	All		154%	75%
Reading	2021-2022	MLL	All		68%	45%
Reading	2021-2022	SED	All		158%	63%
Reading	2021-2022	Hisp/Lat	All		144%	64%
Math	2022-2023	All		6	108%	53%
Math	2022-2023	All		7	108%	57%
Math	2022-2023	All		8	100%	52%
Math	2022-2023	SPED	All		129%	58%
Math	2022-2023	AfAm	All		179%	67%
Math	2022-2023	MLL	All		80%	47%
Math	2022-2023	SED	All		111%	56%
Math	2022-2023	Hisp/Lat	All		107%	54%
Reading	2022-2023	All		6	179%	59%
Reading	2022-2023	All		7	159%	65%
Reading	2022-2023	All		8	144%	75%
Reading	2022-2023	SPED	All		105%	52%
Reading	2022-2023	AfAm	All		80%	50%
Reading	2022-2023	MLL	All		149%	66%

Reading	2022-2023	SED	All		184%	67%
Reading	2022-2023	Hisp/Lat	All		175%	67%
Math	2023-2024	All		6	136%	62%
Math	2023-2024	All		7	167%	68%
Math	2023-2024	All		8	100%	55%
Math	2023-2024	SPED	All		221%	80%
Math	2023-2024	AfAm	All		200%	67%
Math	2023-2024	MLL	All		104%	53%
Math	2023-2024	SED	All		131%	59%
Math	2023-2024	Hisp/Lat	All		133%	62%
Reading	2023-2024	All		6	134%	59%
Reading	2023-2024	All		7	106%	53%
Reading	2023-2024	All		8	139%	59%
Reading	2023-2024	SPED	All		118%	57%
Reading	2023-2024	AfAm	All		29%	33%
Reading	2023-2024	MLL	All		203%	70%
Reading	2023-2024	SED	All		129%	56%
Reading	2023-2024	Hisp/Lat	All		133%	58%

School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education’s flexibility that was afforded to states in 2019–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE’s guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate.

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2. (Optional) Delete the example row then fill in the tables below to contextualize school administration of the NWEA MAP assessments.

School Participation Table

School year	Grade	Number of students	Number of students	Percent of students	Number of students	Number of students	Percent of students
2023-2024 Math	9	60	62	97%	61	63	97%
2023-2024 Math	10	62	62	100%	63	64	98%
2023-2024 Math	11	59	59	100%	58	59	98%
2023-2024 Reading	9	58	62	94%	61	63	97%
2023-2024 Reading	10	61	62	98%	62	64	97%
2023-2024 Reading	11	59	59	100%	56	59	95%
2022-2023 Math	9	59	60	98%	57	59	97%
2022-2023 Math	10	63	65	97%	62	63	98%
2022-2023 Math	11	62	65	95%	64	66	97%
2022-2023 Reading	9	59	60	98%	58	59	98%
2022-2023 Reading	10	62	65	95%	62	63	98%
2022-2023 Reading	11	63	65	97%	63	66	95%
2021 - 2022 Reading	9	68	71	96%	67	70	96%
2021 - 2022 Reading	10	66	71	93%	63	68	93%
2021 - 2022 Reading	11	75	81	93%	73	75	97%
2021 - 2022 Math	9	67	71	94%	66	70	94%
2021 - 2022 Math	10	64	71	90%	61	68	90%
2021 - 2022 Math	11	78	81	96%	73	75	97%

Students Not Tested (Please list students who were enrolled during the Fall and Spring administrations and not tested)

School year	Grade	Ethnicity	English Learner	Foster	Free or Reduced-Price	SpEd/IEP
2122 ELA	9	Hispanic or Latino	Y	N	Y	N
2122 ELA	9	Asian	N	N	Y	N
2122 ELA	9	Hispanic or Latino	Y	N	Y	N
2122 ELA	10	Hispanic or Latino	Y	N	Y	Y
2122 ELA	10	Hispanic or Latino	N	N	N	Y
2122 ELA	10	Hispanic or Latino	N	N	Y	N
2122 ELA	10	Declined to State	N	N	N	Y
2122 ELA	11	Hispanic or Latino	N	N	Y	Y
2122 ELA	11	Hispanic or Latino	N	N	Y	N
2122 Math	11	Hispanic or Latino	N	N	Y	Y
2122 Math	11	Hispanic or Latino	N	N	Y	N
2122 Math	10	Hispanic or Latino	Y	N	Y	Y
2122 Math	10	Hispanic or Latino	N	N	N	Y
2122 Math	10	Hispanic or Latino	N	N	Y	N
2122 Math	10	Declined to State	N	N	N	Y
2122 Math	10	Hispanic or Latino	N	N	Y	N
2122 Math	10	Hispanic or Latino	N	N	Y	N
2122 Math	10	Hispanic or Latino	N	N	Y	Y
2122 Math	9	Hispanic or Latino	Y	N	Y	N
2122 Math	9	Asian	N	N	Y	N

2122 Math	9	Hispanic or Latino		Y		N	Y		N
2122 Math	9	Hispanic or Latino	Y		N		Y		N
2324 Math	11	Hispanic or Latino			N		N	Y	Y
2324 Math	10	Hispanic or Latino	N		N		Y		N
2324 Math	9	Black or African Am	N		N		Y		N
2324 Math	9	Hispanic or Latino	N		N		Y		N
2324 ELA	9	Black or African Am	N		N		Y		N
2324 ELA	9	Hispanic or Latino	Y		N		Y		N
2324 ELA	10	Hispanic or Latino	N		N		Y		N
2324 ELA	10	Hispanic or Latino	Y		N		Y		N
2324 ELA	11	Hispanic or Latino	N		N		N		N
2324 ELA	11	Hispanic or Latino			N		N	Y	Y
2324 ELA	11	Hispanic or Latino	N		N		Y		N
2223 Math	9	Hispanic or Latino	N		N		Y		Y
2223 Math	10	Hispanic or Latino	N		N		Y		N
2223 Math	11	Declined to State	N		N		N		Y
2223 Math	11	Hispanic or Latino	Y		N		Y		N
2223 Math	11	Hispanic or Latino	N		N		Y		N
2223 ELA	9	Hispanic or Latino	N		N		Y		Y
2223 ELA	9	Hispanic or Latino	Y		N		Y		Y
2223 ELA	10	Hispanic or Latino	N		N		Y		N
2223 ELA	11	Declined to State	N		N		N		Y
2223 ELA	11	Hispanic or Latino	Y		N		Y		N

Indicator	School year	Student Group	Grade	School Conditional Growth Index	Percent Met Fall to Spring Projected Growth (CGI value of -0.2 or higher)
Math	2021-2022	All	9	-0.47	46.00%
Math	2021-2022	All	10	0.08	50.00%
Math	2021-2022	All	11	2.1	77.00%
Reading	2021-2022	All	9	1.23	61.00%
Reading	2021-2022	All	10	2.37	63.00%
Reading	2021-2022	All	11	0.99	58.00%
Math	2021-2022	Asian	9	*	*
Math	2021-2022	Black or African American	9	*	*
Math	2021-2022	Hispanic or Latino	9	-0.26	47.00%
Math	2021-2022	Black or African American	10	*	*
Math	2021-2022	Hispanic or Latino	10	0.03	49.00%
Math	2021-2022	Asian	11	*	*
Math	2021-2022	Black or African American	11	*	*
Math	2021-2022	Hispanic or Latino	11	2.15	77.00%
Reading	2021-2022	Asian	9	*	*
Reading	2021-2022	Black or African American	9	*	*
Reading	2021-2022	Hispanic or Latino	9	1.22	61.00%
Reading	2021-2022	Black or African American	10	*	*
Reading	2021-2022	Hispanic or Latino	10	2.42	63.00%
Reading	2021-2022	Asian	11	*	*
Reading	2021-2022	Black or African American	11	*	*
Reading	2021-2022	Hispanic or Latino	11	0.99	58.00%
Math	2021-2022	ELL	9	-2.03	29.00%
Math	2021-2022	FRL	9	-0.47	46.00%
Math	2021-2022	SPED	9	-0.53	60.00%
Math	2021-2022	ELL	10	0.65	56.00%
Math	2021-2022	FRL	10	-0.22	47.00%
Math	2021-2022	SPED	10	*	*
Math	2021-2022	ELL	11	0.95	75.00%
Math	2021-2022	FRL	11	2.15	78.00%

Math	2021-2022	SPED	11	*	*
Reading	2021-2022	ELL	9	0.88	46.00%
Reading	2021-2022	FRL	9	0.85	59.00%
Reading	2021-2022	SPED	9	1.82	60.00%
Reading	2021-2022	ELL	10	4.11	61.00%
Reading	2021-2022	FRL	10	2.03	57.00%
Reading	2021-2022	SPED	10	*	*
Reading	2021-2022	ELL	11	0.41	50.00%
Reading	2021-2022	FRL	11	0.59	56.00%
Reading	2021-2022	SPED	11	*	*
Math	2022-2023	All	9	1.7	66.00%
Math	2022-2023	All	10	0.64	62.00%
Math	2022-2023	All	11	2.04	62.00%
Reading	2022-2023	All	9	0.14	60.00%
Reading	2022-2023	All	10	1.26	49.00%
Reading	2022-2023	All	11	1.86	66.00%
Math	2022-2023	Black or African American	9	*	*
Math	2022-2023	Hispanic or Latino	9	1.7	65.00%
Math	2022-2023	Asian	10	*	*
Math	2022-2023	Black or African American	10	*	*
Math	2022-2023	Hispanic or Latino	10	0.54	61.00%
Math	2022-2023	Black or African American	11	*	*
Math	2022-2023	Hispanic or Latino	11	2.14	63.00%
Reading	2022-2023	Black or African American	9	*	*
Reading	2022-2023	Hispanic or Latino	9	0.14	59.00%
Reading	2022-2023	Asian	10	*	*
Reading	2022-2023	Black or African American	10	*	*
Reading	2022-2023	Hispanic or Latino	10	1.07	49.00%
Reading	2022-2023	Black or African American	11	*	*
Reading	2022-2023	Hispanic or Latino	11	1.86	66.00%
Math	2022-2023	ELL	9	4.6	91.00%
Math	2022-2023	FRL	9	1.65	63.00%
Math	2022-2023	SPED	9	*	*
Math	2022-2023	ELL	10	-0.38	53.00%
Math	2022-2023	FRL	10	0.6	62.00%

Math	2022-2023	SPED	10	1.79	64.00%
Math	2022-2023	ELL	11	2.12	57.00%
Math	2022-2023	FRL	11	2.59	60.00%
Math	2022-2023	SPED	11	*	*
Reading	2022-2023	ELL	9	1.39	80.00%
Reading	2022-2023	FRL	9	0.38	63.00%
Reading	2022-2023	SPED	9	*	*
Reading	2022-2023	ELL	10	2.09	47.00%
Reading	2022-2023	FRL	10	1.04	51.00%
Reading	2022-2023	SPED	10	2.18	45.00%
Reading	2022-2023	ELL	11	2.84	79.00%
Reading	2022-2023	FRL	11	1.88	66.00%
Reading	2022-2023	SPED	11	*	*
Math	2023-2024	All	9	1.52	57.00%
Math	2023-2024	All	10	1.62	60.00%
Math	2023-2024	All	11	1.29	60.00%
Reading	2023-2024	All	9	-0.01	46.00%
Reading	2023-2024	All	10	-0.14	52.00%
Reading	2023-2024	All	11	0.83	65.00%
Math	2023-2024	Black or African American	9	*	*
Math	2023-2024	Hispanic or Latino	9	0.8	55.00%
Math	2023-2024	Multi-ethnic	9	*	*
Math	2023-2024	Black or African American	10	*	*
Math	2023-2024	Hispanic or Latino	10	1.57	60.00%
Math	2023-2024	Multi-ethnic	10	*	*
Math	2023-2024	Asian	11	*	*
Math	2023-2024	Black or African American	11	*	*
Math	2023-2024	Hispanic or Latino	11	1.07	58.00%
Reading	2023-2024	Black or African American	9	*	*
Reading	2023-2024	Hispanic or Latino	9	-0.39	47.00%
Reading	2023-2024	Multi-ethnic	9	*	*
Reading	2023-2024	Black or African American	10	*	*
Reading	2023-2024	Hispanic or Latino	10	0.26	53.00%
Reading	2023-2024	Multi-ethnic	10	*	*
Reading	2023-2024	Asian	11	*	*

Reading	2023-2024	Black or African American	11	*	*
Reading	2023-2024	Hispanic or Latino	11	0.68	63.00%
Math	2023-2024	ELL	9	3.22	64.00%
Math	2023-2024	FRL	9	1.24	59.00%
Math	2023-2024	SPED	9	*	*
Math	2023-2024	ELL	10	*	*
Math	2023-2024	FRL	10	1.84	61.00%
Math	2023-2024	SPED	10	8.35	82.00%
Math	2023-2024	ELL	11	*	*
Math	2023-2024	FRL	11	1.45	62.00%
Math	2023-2024	SPED	11	1.77	60.00%
Reading	2023-2024	ELL	9	-1.47	40.00%
Reading	2023-2024	FRL	9	0.55	53.00%
Reading	2023-2024	SPED	9	*	*
Reading	2023-2024	ELL	10	*	*
Reading	2023-2024	FRL	10	0.35	53.00%
Reading	2023-2024	SPED	10	-0.91	45.00%
Reading	2023-2024	ELL	11	*	*
Reading	2023-2024	FRL	11	0.37	63.00%
Reading	2023-2024	SPED	11	1.51	70.00%

Appendix III: Financial Packet

Charter Renewal Budget Narrative– Aspire Lionel Wilson College Preparatory Academy (LWP)

Revenue Assumptions:

LWPs school budget relies primarily on Per Pupil revenue derived from the LCFF funding model. Projected Enrollment, ADA, and COLA used to calculate this revenue are contained in the accompanying FCMAT calculator and the Assumptions tab of the excel charter renewal financials.

Aside from ongoing LCFF Revenue, the school also receives ongoing funding from State and Federal SPED, Federal title funding, State and Federal nutrition as well as the following State, Local and Federal grants listed below:

	FY24	FY25	FY26	FY27
Other Federal Revenue (8290):				
ESSER III Safe Return/ Lost Time	\$ 1,030,257	\$ -	\$ -	\$ -
Other State Funding Grants 8590:				
Community Schools	\$ 100,000	\$ 300,000	\$ 300,000	\$ 300,000
Strong Workforce Grant	\$ 95,469	\$ 207,117	\$ -	\$ -
Golden State Pathways Grant		\$ 55,000	\$ 205,000	\$ 205,000
Prop 28 grant	\$ 78,224	\$ 78,224	\$ 78,224	\$ 78,224
Local Grants:				
Measure G1 ((includes PY carryover)	\$ 310,246	\$ 154,116	\$ 154,116	\$ 154,116
Measure N/H (includes PY carryover)	\$ 478,933	\$ 352,432	\$ 215,900	\$ 215,900

Revenue Recognition:

You will note that we are projecting annual operating deficits for some of the years included in the financial projection. This is due to the revenue recognition treatment of several prior year funding sources (Hold Harmless, Expanded Learning Opportunities Program, Learning Recovery Emergency Block Grant, and Arts/Music/Instructional Materials Block Grant). For these funding sources we recognized revenue all up front regardless of when the expenses were incurred based on guidance from our auditors. The bulk of this revenue was recognized in 21-22 and 22-23, with the bulk of expenses being incurred in later years. This drove surpluses in 21-22 and 22-23, with offsetting deficits in later years. We have made “Below the Line Management Adjustments” (shown below) to account for this timing:

LWP	FY24	FY25	FY26	FY27
Surplus/(Deficit) - Current Year - Unadjusted	\$ (148,398)	\$ (426,435)	\$ (165,265)	\$ (10,387)
Add back: Depreciation/Amort	\$ 114,444	\$ 113,544	\$ 113,544	\$ 113,544
Add back: Below the Line Management Adjustments	\$ 323,501	\$ 424,114	\$ 150,000	\$ -
Deduct: Capital Expenses (from surplus)	\$ 200,000	\$ -	\$ -	\$ -
Surplus/(Deficit) - Current Year - Adjusted	\$ 89,547	\$ 111,223	\$ 98,279	\$ 103,157

Expense Assumptions:

All Other Transfers: The unrestricted “All Other Transfers” line item includes home office, regional office, and special education allocations. The home office allocation and regional office allocations are charges per school site that supports the services provided to the school by the home and regional offices including curriculum support, finance and accounting support, data and evaluation services, IT, recruiting, operations, and human resources support. The special education allocation is a charge per school site that supports the centralized special education leadership staff.

Staffing: All staffing level and cost assumptions can be found in the assumptions tab of the excel charter financials

Reserves:

Aspire's reserve policy for schools is designed to meet the following;

- a. Push schools towards solid fiscal management, and multi-year budgeting
- b. Incentivize schools to save for the rainy day and the next recession's budget cuts
- c. Incentivize schools to care for their building, do routine maintenance, and avoid early replacement due to inadequate or incompetent daily and routine maintenance of their facility
- d. Ensure schools feel the benefit in future years from their budget sacrifices

In accordance with the reserve policy Aspire schools work toward a target reserve balance of 20% of total expenses. LWP currently has a surplus reserve balance and can access these funds as needed in future years. During the current year (2023-2024), the school has expended ~\$600k in reserves for capital improvement projects at the school site (as reflected in the cash flow workbook). This use of reserves was board approved.

Aspire Lionel Wilson College Preparatory Academy

MULTI-YEAR BUDGET PROJECTION

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Totals for 2023-2024	2024-2025			Totals for 2025-2026	Totals for 2026-2027
			Unrestricted	Restricted	Total		
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	2,939,737.00	3,132,513.00		3,132,513.00	3,500,042.00	4,063,804.00
Education Protection Account State Aid - Current Year	8012	1,394,099.00	1,457,327.00		1,457,327.00	1,580,092.00	1,786,537.00
State Aid - Prior Years	8019						
Charter Schools Funding in Lieu of Property Taxes	8096	1,334,753.00	1,334,753.00		1,334,753.00	1,334,753.00	1,334,753.00
Other LCFF Transfers	8091, 8097						
Total, LCFF Sources		5,668,589.00	5,924,593.00	0.00	5,924,593.00	6,414,887.00	7,185,094.00
2. Federal Revenues							
Every Student Succeeds Act (Title I-V)	8290	218,865.00	0.00	218,865.00	218,865.00	218,865.00	218,865.00
Special Education - Federal	8181, 8182	77,754.76	0.00	61,242.55	61,242.55	62,308.60	65,302.73
Child Nutrition - Federal	8220	80,150.00	0.00	80,855.00	80,855.00	83,802.00	87,466.00
Donated Food Commodities	8221						
Other Federal Revenues	8110, 8260-8299	1,099,676.00	175,000.00	9,502.00	184,502.00	184,848.00	185,279.00
Total, Federal Revenues		1,476,445.76	175,000.00	370,464.55	545,464.55	549,823.60	556,912.73
3. Other State Revenues							
Special Education - State	StateRevSE	386,832.59	0.00	367,700.28	367,700.28	387,309.72	404,567.52
All Other State Revenues	StateRevAO	1,198,425.01	94,125.98	1,412,834.86	1,506,960.84	1,458,445.30	1,462,844.16
Total, Other State Revenues		1,585,257.60	94,125.98	1,780,535.14	1,874,661.12	1,845,755.02	1,867,411.68
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	806,179.11	215,900.00	290,648.00	506,548.00	370,016.00	370,016.00
Total, Local Revenues		806,179.11	215,900.00	290,648.00	506,548.00	370,016.00	370,016.00
5. TOTAL REVENUES		9,536,471.47	6,409,618.98	2,441,647.69	8,851,266.67	9,180,481.62	9,979,434.41
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	2,850,779.20	1,725,802.80	905,539.58	2,631,342.38	2,450,352.36	2,796,148.42
Certificated Pupil Support Salaries	1200	305,163.79	48,877.89	233,773.09	282,650.98	350,728.00	357,742.56
Certificated Supervisors' and Administrators' Salaries	1300	449,211.00	443,540.27	112,675.93	556,216.20	567,340.52	578,687.33
Other Certificated Salaries	1900						
Total, Certificated Salaries		3,605,153.99	2,218,220.96	1,251,988.60	3,470,209.56	3,368,420.88	3,732,578.31
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	214,609.98	36,364.02	259,172.45	295,536.47	301,447.20	307,476.15
Non-certificated Support Salaries	2200	340,908.10	67,891.20	279,835.06	347,726.26	328,452.30	335,021.35
Non-certificated Supervisors' and Administrators' Sal.	2300						
Clerical and Office Salaries	2400	281,354.00	200,121.14	82,754.64	282,875.78	288,533.30	294,303.97
Other Non-certificated Salaries	2900	253,436.52	115,246.54	65,175.96	180,422.50	184,030.95	187,711.56
Total, Non-certificated Salaries		1,090,308.60	419,622.90	686,938.11	1,106,561.01	1,102,463.75	1,124,513.03

Description	Object Code	Totals for 2023-2024	2024-2025			Totals for 2025-2026	Totals for 2026-2027
			Unrestricted	Restricted	Total		
3. Employee Benefits							
STRS	3101-3102	560,634.68	376,244.16	183,628.37	559,872.53	579,591.93	639,221.07
PERS	3201-3202	276,515.97	113,507.99	180,386.55	293,894.54	298,628.56	309,015.64
OASDI / Medicare / Alternative	3301-3302	121,847.15	60,664.19	64,955.42	125,619.61	126,772.48	132,954.74

Aspire Lionel Wilson College Preparatory Academy

MULTI-YEAR BUDGET PROJECTION

Health and Welfare Benefits	3401-3402	481,017.25	283,569.30	219,946.81	503,516.11	528,691.92	590,386.12
Unemployment Insurance	3501-3502	20,481.34	12,430.11	8,523.64	20,953.76	21,897.86	23,670.31
Workers' Compensation Insurance	3601-3602	27,408.86	17,123.67	11,742.13	28,865.79	31,053.63	33,567.17
OPEB, Allocated	3701-3702						
OPEB, Active Employees	3751-3752						
PERS Reduction (for revenue limit funded schools)	3801-3802						
Other Employee Benefits	3901-3902	36,587.74	28,986.05	9,032.41	38,018.46	40,017.71	41,951.20
Total, Employee Benefits		1,524,492.98	892,525.47	678,215.33	1,570,740.80	1,626,654.10	1,770,766.24
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100						
Books and Other Reference Materials	4200	41,353.00	42,898.00	0.00	42,898.00	69,450.02	84,450.02
Materials and Supplies	4300	155,469.03	139,879.76	10,304.00	150,183.76	184,022.92	215,663.08
Noncapitalized Equipment	4400	125,814.00	81,715.00	3,172.20	84,887.20	106,138.60	77,898.60
Food	4700	99,564.00		103,670.00	103,670.00	111,704.00	117,731.00
Total, Books and Supplies		422,200.03	264,492.76	117,146.20	381,638.96	471,315.55	495,742.71
5. Services and Other Operating Expenditures							
Subagreements for Services	5100						
Travel and Conferences	5200	47,630.00	37,553.00	5,520.20	43,073.20	43,528.60	41,028.60
Dues and Memberships	5300						
Insurance	5400	36,050.00	37,132.00	0.00	37,132.00	38,245.00	38,245.00
Operations and Housekeeping Services	5500	55,620.00	57,288.60	0.00	57,288.60	59,007.26	59,007.26
Rentals, Leases, Repairs, and Noncap. Improvements	5600	623,474.97	257,810.00	400,467.00	658,277.00	684,420.00	684,420.00
Professional/Consulting Services and Operating Expend.	5800	1,025,770.90	503,194.34	294,553.36	797,747.70	748,818.51	762,690.42
Communications	5900	57,680.00	59,411.00	0.00	59,411.00	61,193.00	61,193.00
Total, Services and Other Operating Expenditures		1,846,225.87	952,388.94	700,540.56	1,652,929.50	1,635,212.37	1,646,584.28
6. Capital Outlay							
<i>(Objects 6100-6170, 6200-6500 for mod. accrual basis ONLY)</i>							
Sites and Improvements of Sites	6100-6170						
Buildings and Improvements of Buildings	6200						
Books and Media for New School Libraries or Major Expansion of School Libraries	6300						
Equipment	6400						
Equipment Replacement	6500						
Depreciation Expense (for full accrual only)	6900	114,444.00	113,544.00	0.00	113,544.00	113,544.00	113,544.00
Total, Capital Outlay		114,444.00	113,544.00	0.00	113,544.00	113,544.00	113,544.00
7. Other Outgo							
Tuition to Other Schools	7110-7143						
Transfers of Pass-through Revenues to Other LEAs	7211-7213						
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE						
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO						
All Other Transfers	7281-7299	1,082,043.73	820,982.48	161,095.22	982,077.70	1,028,135.62	1,106,093.24
Debt Service:							
Interest	7438						
Principal	7439						
Total, Other Outgo		1,082,043.73	820,982.48	161,095.22	982,077.70	1,028,135.62	1,106,093.24
8. TOTAL EXPENDITURES		9,684,869.20	5,681,777.51	3,595,924.02	9,277,701.54	9,345,746.27	9,989,821.80
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(148,397.73)	727,841.47	(1,154,276.34)	(426,434.86)	(165,264.64)	(10,387.39)

Description	Object Code	Totals for 2023-2024	2024-2025			Totals for 2025-2026	Totals for 2026-2027
			Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES							

Aspire Lionel Wilson College Preparatory Academy

MULTI-YEAR BUDGET PROJECTION

1. Other Sources	8930-8979						
2. Less: Other Uses	7630-7699						
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999						
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(148,397.73)	727,841.47	(1,154,276.34)	(426,434.86)	(165,264.64)	(10,387.39)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,736,408.00	3,136,039.50	1,471,932.51	4,607,972.01	4,181,537.15	4,016,272.50
b. Adjustments to Beginning Balance	9793, 9795	1,019,962.00					
c. Adjusted Beginning Balance		4,756,370.00	3,136,039.50	1,471,932.51	4,607,972.01	4,181,537.15	4,016,272.50
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,607,972.27	3,863,880.98	317,656.17	4,181,537.15	4,016,272.50	4,005,885.12
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711						
Stores	9712						
Prepaid Expenditures	9713						
All Others	9719						
b. Restricted	9740			317,656.17	317,656.17		
c. Committed							
Stabilization Arrangements	9750						
Other Commitments	9760						
d. Assigned							
Other Assignments	9780						
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties (5% of Total Exp.)	9789	484,243.00	463,885.00		463,885.00	467,287.00	499,491.00
Undesignated / Unappropriated Amount	9790	4,123,729.27	3,399,995.98	0.00	3,399,995.98	3,548,985.50	3,506,394.12

Budget Assumptions

		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	
		Forecast	Budget	Budget	Budget	Est.	Notes
Revenue Assumptions							
LCFF	COLA	8.22%	1.07%	2.93%	3.08%	3.30%	May Revise
	Base grant per ADA - K-3	\$9,919	\$10,025	\$10,319	\$10,637	\$10,988	May Revise
	Base grant per ADA - 4-6	\$10,069	\$10,177	\$10,475	\$10,798	\$11,154	May Revise
	Base grant per ADA - 7-8	\$10,367	\$10,478	\$10,785	\$11,117	\$11,484	May Revise
	Base grant per ADA - 9-12	\$12,015	\$12,144	\$12,499	\$12,884	\$13,310	May Revise
	Grade level supplement - TK	\$3,044	\$3,077	\$3,167	\$3,264	\$3,372	
	Grade level supplement - K-3	\$1,032	\$1,043	\$1,074	\$1,107	\$1,143	May Revise
	Grade level supplement - 9-12	\$312	\$315	\$325	\$335	\$346	May Revise
	Supplemental grant %	20.0%	20.0%	20.0%	20.0%	20.0%	May Revise
	Concentration grant threshold %	55.0%	55.0%	55.0%	55.0%	55.0%	May Revise
	Local district unduplicated %	80.1%	80.1%	80.1%	80.1%	80.1%	
	Concentration grant %	55.0%	55.0%	55.0%	55.0%	55.0%	May Revise
EPA	% of total LCFF funding	45.2%	45.2%	45.2%	45.2%	45.2%	May Revise
Lottery	Amount per ADA - K-12	\$297	\$300	\$309	\$318	\$329	May Revise
Mandate	Amount per ADA - K-8	\$20	\$20	\$21	\$21	\$22	May Revise
	Amount per ADA - 9-12	\$55	\$56	\$57	\$59	\$61	May Revise
SpEd	State special education funding rate (per ADA)	\$887	\$897	\$923	\$952	\$983	EDCOE May Update
	State mental health funding rate (per ADA)	\$93	\$94	\$96	\$99	\$103	EDCOE May Update
	Federal special education funding rate (per ADA)	\$161	\$162	\$167	\$172	\$178	EDCOE May Update

Aspire Lionel Wilson College Preparatory Academy		CURRENT YEAR - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	4/30.24															
A	Beginning Cash	9110	3,493,781	3,036,968	2,764,920	2,481,949	2,572,395	2,242,633	2,460,020	2,517,488	2,498,764	2,103,917	2,453,801	2,087,730	3,493,781		
B	Receipts																
	LCFF Sources																
	State Aid - Current Year	8011	146,987	146,987	264,576	264,576	264,576	264,576	264,576	205,782	205,782	205,782	205,782	205,782	2,645,764	293,973	2,939,737
	Education Protection Account	8012	0	0	0	348,525	0	0	348,525	0	0	348,525	0	0	1,045,574	348,525	1,394,099
	State Aid - Prior Years	8019												0		0	
	Local In Lieu of Prop. Taxes	8096	80,085	160,170	106,780	106,780	106,780	106,780	186,865	80,085	80,085	80,085	80,085	1,281,363	53,390	1,334,753	
	Federal Revenue	8100-8299	0	0	0	0	0	442,934	0	0	0	442,934	0	295,289	1,181,157	1,181,157	
	Other State Revenue	8300-8599	79,263	79,263	142,673	142,673	142,673	142,673	95,115	79,263	88,457	2,853	0	1,137,581	295,289	1,432,870	
	Other Local Revenue	8600-8799	0	0	0	0	0	0	403,090	0	0	0	403,090	806,179	447,677	1,253,856	
	Total Receipts		306,335	386,420	514,030	862,555	514,030	956,964	862,555	890,852	365,130	1,165,783	288,720	984,245	8,097,618	1,438,854	9,536,471
C	Disbursements																
	Certificated Salaries	1000-1999	242,325	321,924	290,697	340,962	280,108	276,695	306,800	310,754	262,201	302,557	244,938	244,938	3,424,897	180,258	3,605,154
	Classified Salaries	2000-2999	79,124	96,611	86,032	93,548	86,883	87,951	85,140	97,125	88,737	86,699	73,972	73,972	1,035,793	54,515	1,090,309
	Employee Benefits	3000-3999	105,528	121,194	114,229	117,837	113,683	113,156	123,697	124,908	114,695	113,599	104,759	104,759	1,372,044	152,449	1,524,493
	Books & Supplies	4000-4999	61,511	52,145	9,550	28,337	21,580	15,262	74,811	19,343	32,989	22,162	42,255	42,255	422,200	0	422,200
	Services	5000-5999	103,192	156,727	79,240	159,210	206,368	156,341	124,468	240,276	171,184	200,712	78,099	78,099	1,753,915	92,311	1,846,226
	Capital Outlay	9400-9499	302,600	41,000	185,040	0	45,000	0	0	27,000	0	0	20,600	0	621,240	0	621,240
	Other Outgo	7000-7499	90,170	90,170	90,170	90,170	90,170	90,170	90,170	90,170	90,170	90,170	90,170	1,082,044	0	1,082,044	
	Interfund Transfers Out	7600-7629												0		0	
	Total Disbursements		984,451	879,772	854,957	830,064	843,792	739,576	805,086	909,576	759,976	815,899	654,791	634,191	9,712,133	479,534	10,191,667
D	Prior Year Transactions	PY Amount															
	Accounts Receivable-9200	1,633,472	490,042	490,042	326,694	326,694									1,633,472		1,633,472
	Accounts Payable-9500	1,074,953	268,738	268,738	268,738	268,738									1,074,953		1,074,953
	Total Pr. Yr. Transactions	558,519	221,303	221,303	57,956	57,956	0	0	0	0	0	0	0	0	558,519	0	558,519
E	Net Increase/Decrease (B-C+D)		(456,813)	(272,049)	(282,971)	90,447	(329,763)	217,387	57,468	(18,724)	(394,847)	349,883	(366,071)	350,055	(1,055,996)	959,320	(96,676)
F	Ending Cash (A+E)		3,036,968	2,764,920	2,481,949	2,572,395	2,242,633	2,460,020	2,517,488	2,498,764	2,103,917	2,453,801	2,087,730	2,437,785	2,437,785		
G	Ending Cash plus Accruals															3,397,105	

Aspire Lionel Wilson College Preparatory Academy		2024-2025 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
A	Beginning Cash	9110	2,437,785	2,355,368	2,353,037	2,303,717	2,668,729	2,501,522	2,497,954	2,695,078	2,742,340	2,410,801	2,618,106	2,196,209	2,437,785		
B	Receipts																
	LCFF Sources																
	State Aid - Current Year	8011	156,626	156,626	281,926	281,926	281,926	281,926	281,926	219,276	219,276	219,276	219,276	219,276	2,819,263	313,250	3,132,513
	Education Protection Account	8012	0	0	0	364,332	0	0	364,332	0	0	364,332	0	0	1,092,995	364,332	1,457,327
	State Aid - Prior Years	8019													0		0
	Local In Lieu of Prop. Taxes	8096	80,085	160,170	106,780	106,780	106,780	106,780	186,865	80,085	80,085	80,085	80,085	1,281,363	53,390	1,334,753	
	Federal Revenue	8100-8299	0	0	0	0	0	163,639	0	0	0	163,639	0	109,093	436,372	109,093	545,465
	Other State Revenue	8300-8599	93,733	93,733	168,720	168,720	168,720	168,720	112,480	93,733	104,606	3,374	0	1,345,257	529,404	1,874,661	
	Other Local Revenue	8600-8799	0	0	0	0	0	0	253,274	0	0	0	253,274	506,548	0	506,548	
	Total Receipts		330,444	410,529	557,426	921,758	557,426	721,065	921,758	771,895	393,094	931,938	302,735	661,728	7,481,797	1,369,470	8,851,267
C	Disbursements																
	Certificated Salaries	1000-1999	274,725	274,725	274,725	274,725	274,725	274,725	274,725	274,725	274,725	274,725	274,725	274,725	3,296,699	173,510	3,470,210
	Classified Salaries	2000-2999	87,603	87,603	87,603	87,603	87,603	87,603	87,603	87,603	87,603	87,603	87,603	87,603	1,051,233	55,328	1,106,561
	Employee Benefits	3000-3999	117,806	117,806	117,806	117,806	117,806	117,806	117,806	117,806	117,806	117,806	117,806	117,806	1,413,667	157,074	1,570,741
	Books & Supplies	4000-4999	31,803	31,803	31,803	31,803	31,803	31,803	31,803	31,803	31,803	31,803	31,803	31,803	381,639	0	381,639
	Services	5000-5999	130,857	130,857	130,857	130,857	130,857	130,857	130,857	130,857	130,857	130,857	130,857	130,857	1,570,283	82,646	1,652,929
	Capital Outlay	9400-9499			50,000										50,000	0	50,000
	Other Outgo	7000-7499	81,840	81,840	81,840	81,840	81,840	81,840	81,840	81,840	81,840	81,840	81,840	81,840	982,078	0	982,078
	Interfund Transfers Out	7600-7629													0		0
	Total Disbursements		724,633	724,633	774,633	724,633	724,633	724,633	724,633	724,633	724,633	724,633	724,633	724,633	8,745,598	468,559	9,214,158
D	Prior Year Transactions	PY Amount															
	Accounts Receivable-9200	1,438,854	431,656	431,656	287,771	287,771								1,438,854		1,438,854	
	Accounts Payable-9500	479,534	119,883	119,883	119,883	119,883								479,534		479,534	
	Total Pr. Yr. Transactions	959,320	311,773	311,773	167,887	167,887	0	0	0	0	0	0	0	959,320	0	959,320	
E	Net Increase/Decrease (B-C+D)		(82,417)	(2,331)	(49,320)	365,012	(167,207)	(3,568)	197,125	47,262	(331,539)	207,305	(421,898)	(62,905)	(304,481)	900,910	596,429
F	Ending Cash (A+E)		2,355,368	2,353,037	2,303,717	2,668,729	2,501,522	2,497,954	2,695,078	2,742,340	2,410,801	2,618,106	2,196,209	2,133,303	2,133,303		
G	Ending Cash plus Accruals															3,034,214	

Aspire Lionel Wilson College Preparatory Academy		2025-2026- PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
A	Beginning Cash	9110	2,133,303	2,044,027	2,034,836	2,049,139	2,458,466	2,316,015	2,338,512	2,591,084	2,588,353	2,275,376	2,533,075	2,131,133	2,133,303		
B	Receipts																
	LCFF Sources																
	State Aid - Current Year	8011	175,002	175,002	315,004	315,004	315,004	315,004	315,004	245,003	245,003	245,003	245,003	245,003	3,150,039	350,003	3,500,042
	Education Protection Account	8012	0	0	0	395,023	0	0	395,023	0	0	395,023	0	0	1,185,069	395,023	1,580,092
	State Aid - Prior Years	8019													0		0
	Local In Lieu of Prop. Taxes	8096	80,085	160,170	106,780	106,780	106,780	106,780	186,865	80,085	80,085	80,085	80,085	1,281,363	53,390	1,334,753	
	Federal Revenue	8100-8299	0	0	0	0	164,947	0	0	0	164,947	0	109,965	439,859	109,965	549,824	
	Other State Revenue	8300-8599	92,288	92,288	166,118	166,118	166,118	166,118	110,745	92,288	102,993	3,322	0	1,324,514	521,241	1,845,755	
	Other Local Revenue	8600-8799	0	0	0	0	0	0	185,008	0	0	0	185,008	370,016	0	370,016	
	Total Receipts		347,375	427,460	587,902	982,925	587,902	752,849	982,925	727,622	417,376	988,051	328,410	620,061	7,750,859	1,429,622	9,180,482
C	Disbursements																
	Certificated Salaries	1000-1999	266,667	266,667	266,667	266,667	266,667	266,667	266,667	266,667	266,667	266,667	266,667	266,667	3,200,000	168,421	3,368,421
	Classified Salaries	2000-2999	87,278	87,278	87,278	87,278	87,278	87,278	87,278	87,278	87,278	87,278	87,278	87,278	1,047,341	55,123	1,102,464
	Employee Benefits	3000-3999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	121,999	1,463,989	162,665	1,626,654
	Books & Supplies	4000-4999	39,276	39,276	39,276	39,276	39,276	39,276	39,276	39,276	39,276	39,276	39,276	39,276	471,316	0	471,316
	Services	5000-5999	129,454	129,454	129,454	129,454	129,454	129,454	129,454	129,454	129,454	129,454	129,454	129,454	1,553,452	81,761	1,635,212
	Capital Outlay	9400-9499													0	0	0
	Other Outgo	7000-7499	85,678	85,678	85,678	85,678	85,678	85,678	85,678	85,678	85,678	85,678	85,678	85,678	1,028,136	0	1,028,136
	Interfund Transfers Out	7600-7629													0		0
	All Other Financing Uses	7630-7699													0		0
	Other Disbursements/Non-Exp.														0		0
	Total Disbursements		730,353	730,353	730,353	730,353	730,353	730,353	730,353	730,353	730,353	730,353	730,353	730,353	8,764,232	467,970	9,232,202
D	Prior Year Transactions	PY Amount															
	Accounts Receivable-9200	1,369,470	410,841	410,841	273,894	273,894								1,369,470		1,369,470	
	Accounts Payable-9500	468,559	117,140	117,140	117,140	117,140								468,559		468,559	
	Total Pr. Yr. Transactions	900,910	293,701	293,701	156,754	156,754	0	0	0	0	0	0	0	900,910	0	900,910	
E	Net Increase/Decrease (B-C+D)		(89,277)	(9,191)	14,304	409,327	(142,451)	22,497	252,572	(2,731)	(312,977)	257,699	(401,942)	(110,292)	(112,462)	961,652	849,190
F	Ending Cash (A+E)		2,044,027	2,034,836	2,049,139	2,458,466	2,316,015	2,338,512	2,591,084	2,588,353	2,275,376	2,533,075	2,131,133	2,020,841	2,020,841		
G	Ending Cash plus Accruals															2,982,493	

Aspire Lionel Wilson College Preparatory Academy		2026-2027 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
A	Beginning Cash	9110	2,020,841	1,928,213	1,915,670	1,944,024	2,419,012	2,278,434	2,304,929	2,610,985	2,598,201	2,274,955	2,576,248	2,162,993	2,020,841		
B	Receipts																
	LCFF Sources																
	State Aid - Current Year	8011	203,190	203,190	365,743	365,743	365,743	365,743	365,743	284,466	284,466	284,466	284,466	284,466	3,657,425	406,379	4,063,804
	Education Protection Account	8012	0	0	0	446,634	0	0	446,634	0	0	446,634	0	0	1,339,903	446,634	1,786,537
	State Aid - Prior Years	8019													0		0
	Local In Lieu of Prop. Taxes	8096	80,085	160,170	106,780	106,780	106,780	106,780	106,780	186,865	80,085	80,085	80,085	80,085	1,281,363	53,390	1,334,753
	Federal Revenue	8100-8299	0	0	0	0	0	167,074	0	0	0	167,074	0	111,383	445,530	111,383	556,913
	Other State Revenue	8300-8599	93,371	93,371	168,067	168,067	168,067	168,067	168,067	112,045	93,371	104,202	3,361	0	1,340,055	527,357	1,867,412
	Other Local Revenue	8600-8799	0	0	0	0	0	0	0	185,008	0	0	0	185,008	370,016	0	370,016
	Total Receipts		376,646	456,731	640,590	1,087,224	640,590	807,664	1,087,224	768,384	457,922	1,082,461	367,913	660,942	8,434,291	1,545,143	9,979,434
C	Disbursements																
	Certificated Salaries	1000-1999	295,496	295,496	295,496	295,496	295,496	295,496	295,496	295,496	295,496	295,496	295,496	295,496	3,545,949	181,384	3,727,333
	Classified Salaries	2000-2999	89,024	89,024	89,024	89,024	89,024	89,024	89,024	89,024	89,024	89,024	89,024	89,024	1,068,287	61,471	1,129,758
	Employee Benefits	3000-3999	132,807	132,807	132,807	132,807	132,807	132,807	132,807	132,807	132,807	132,807	132,807	132,807	1,593,690	177,077	1,770,766
	Books & Supplies	4000-4999	41,312	41,312	41,312	41,312	41,312	41,312	41,312	41,312	41,312	41,312	41,312	41,312	495,743	0	495,743
	Services	5000-5999	130,355	130,355	130,355	130,355	130,355	130,355	130,355	130,355	130,355	130,355	130,355	130,355	1,564,255	82,329	1,646,584
	Capital Outlay	9400-9499													0	0	0
	Other Outgo	7000-7499	92,174	92,174	92,174	92,174	92,174	92,174	92,174	92,174	92,174	92,174	92,174	92,174	1,106,093	0	1,106,093
	Interfund Transfers Out	7600-7629													0	0	0
	Total Disbursements		781,168	781,168	781,168	781,168	781,168	781,168	781,168	781,168	781,168	781,168	781,168	781,168	9,374,017	502,260	9,876,278
D	Prior Year Transactions	PY Amount															
	Accounts Receivable-9200	1,429,622	428,887	428,887	285,924	285,924									1,429,622		1,429,622
	Accounts Payable-9500	467,970	116,993	116,993	116,993	116,993									467,970		467,970
	Total Pr. Yr. Transactions	961,652	311,894	311,894	168,932	168,932	0	0	0	0	0	0	0	0	961,652	0	961,652
E	Net Increase/Decrease (B-C+D)		(92,628)	(12,543)	28,354	474,988	(140,578)	26,496	306,056	(12,784)	(323,246)	301,293	(413,255)	(120,226)	21,926	1,042,883	1,064,809
F	Ending Cash (A+E)		1,928,213	1,915,670	1,944,024	2,419,012	2,278,434	2,304,929	2,610,985	2,598,201	2,274,955	2,576,248	2,162,993	2,042,767	2,042,767		
G	Ending Cash plus Accruals															3,085,650	

LCFF Calculator Caveats

v.25.1

5/15/2024

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted

The logo for FCMAT (Fiscal Crisis & Management Assistance Team) features the letters "FCMAT" in a large, bold, blue serif font. Below the letters is a horizontal bar with a color gradient from blue to green.

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.



LCFF Calculator Navigation

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Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

- Information tabs:** provide important projection information and should be reviewed with each update.
- Data Entry tab:** single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.
- Primary calculation results tabs:** provide calculations and results summaries only. **No data is entered on these tabs.**
- Secondary support calculation tabs:** provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**
- User editable tabs:** preformatted graphs and blank worksheet tabs.

Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**

LCFF Calculator Navigation

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2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fq/aa/pa/lcffcola.asp

LCFF CALCULATOR

<input type="text" value="130666"/>	5 digit District code or 7 digit School code (from the CDS code)	LEA: <input type="text" value="Aspire Lionel Wilson College Preparatory Academy"/>
<input type="text" value="NO"/>	Is this calculation for a new charter school? (select from drop down list)	Projection Title: <input type="text"/>
<input type="text" value="Charter"/>	Projection Type	Created by: <input type="text"/>
<input type="text"/>	Projection Date	Email: <input type="text"/>
		Phone: <input type="text"/>

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Aspire Lionel Wilson College Preparatory Academy (130666)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29

(1) UNIVERSAL ASSUMPTIONS

Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)	\$ -	\$ 2,813	\$ 3,044	\$ 3,077	\$ 3,167	\$ 3,265	\$ 3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list):

(a) TRANSFER OF IN-LIEU PROPERTY TAX Note: Charter schools should contact sponsoring district(s) for In-lieu estimate

I-4	F-6 / F-7	In-Lieu of Property Tax	1,420,360	1,381,674	1,334,753	1,334,753	1,334,753	1,334,753	1,334,753	1,334,753

(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	524	505						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	505	483						
A-1, A-2, A-3	Enrollment	483	451	406	420	440	480	522	
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	472	446						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	446	403						
B-1, B-2, B-3	Unduplicated Pupil Count	403	382	354	366	384	419	455	

3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage 3-yr rolling percentage



Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
C-1	Single Year Unduplicated Pupil Percentage	83.44%	84.70%	87.19%	87.19%	87.19%	87.19%	87.19%	0.00%
	Unduplicated Pupil Percentage (%)	87.37%	85.55%	85.00%	86.31%	87.19%	87.19%	87.19%	0.00%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3	Unduplicated Pupil Percentage (%)	76.61%	77.95%	80.09%	80.09%	80.09%	80.09%	80.09%	80.09%
	Unduplicated Pupil Percentage: Supplemental Grant	87.37%	85.55%	85.00%	86.31%	87.19%	87.19%	87.19%	0.00%
	Unduplicated Pupil Percentage: Concentration Grant	76.61%	77.95%	80.09%	80.09%	80.09%	80.09%	80.09%	0.00%

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on **ONLY**:

G-4	TK (NEW beginning 2022-23)	-	-	-					
-----	----------------------------	---	---	---	--	--	--	--	--

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1	Grades TK-3	-	-	-					
B-2	Grades 4-6	59.96	56.76	41.78	54.60	64.05	77.28	83.25	
B-3	Grades 7-8	130.70	113.54	106.44	101.92	106.14	132.48	166.50	
B-4	Grades 9-12	278.18	240.91	221.31	225.68	232.41	231.84	233.10	
	SUBTOTAL ADA	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
	RATIO: ADA to Enrollment	0.97	0.91	0.91	0.91	0.92	0.92	0.93	-

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) GENERAL QUESTIONS

	Is your district required to transfer in-lieu taxes to a charter school?	YES
	Does your district have a necessary small school?	NO

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES
--	---	-----	-----	-----	-----	-----	-----	-----	-----

(c) PROPERTY TAXES

C-1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	\$ -	\$ -					
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -					
	Less In-Lieu Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(d) OTHER LCFF ADJUSTMENTS

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

H-2	Miscellaneous Adjustments	\$ -	\$ -
-----	---------------------------	------	------



Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	District Enrollment (second prior year)	-	-						
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-						
A-1 / A-3	District Enrollment	-	-	-					
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-						
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-						
A-2 / A-4	COE Enrollment	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-						
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-						
B-1 / B-3	District Unduplicated Pupil Count	-	-	-					
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-						
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-						
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) AVERAGE DAILY ATTENDANCE (ADA)									
ADA used for the Transitional Kindergarten Add-on ONLY :									
G-10	TK (Commencing in 2022-23)	-	-	-	-	-	-	-	-
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.									
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)								
B-1, D-5	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
D-9, E-1	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) <i>(For calculating EPA only; this ADA is not included in the LCFF funding calculation).</i>								

Aspire Lionel Wilson College Preparatory Academy (130666)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
E-2, E-3	DISTRICT TOTAL		-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)									
	Grades TK-3		-	-	-					
	Grades 4-6		-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
	COUNTY TOTAL		-	-	-	-	-	-	-	-
RATIO: District ADA-to-Enrollment		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
RATIO: County ADA-to-Enrollment		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). **NOTE: Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

Prior year			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
A-19	Grades TK-3	Prior year Charter School Shift Increase of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-					
	Grades 4-6		-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
A-20	Grades TK-3	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-					
	Grades 4-6		-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA			-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.

1 NSS #1			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL			-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-
Is this school eligible for NSS funding?			Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:			LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
2 NSS #2			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					



Aspire Lionel Wilson College Preparatory Academy (130666)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
A-13	Grades 4-6		-	-	-					
A-14	Grades 7-8		-	-	-					
B-6	Grades 9-12		-	-	-					
	TOTAL		-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
3 NSS #3		School Code:								
A-12	Current Year P2 ADA: Grades TK-3		-	-	-					
A-13	Grades 4-6		-	-	-					
A-14	Grades 7-8		-	-	-					
B-6	Grades 9-12		-	-	-					
	TOTAL		-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
4 NSS #4		School Code:								
A-12	Current Year P2 ADA: Grades TK-3		-	-	-					
A-13	Grades 4-6		-	-	-					
A-14	Grades 7-8		-	-	-					
B-6	Grades 9-12		-	-	-					
	TOTAL		-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
5 NSS #5		School Code:								
A-12	Current Year P2 ADA: Grades TK-3		-	-	-					
A-13	Grades 4-6		-	-	-					
A-14	Grades 7-8		-	-	-					
B-6	Grades 9-12		-	-	-					
	TOTAL		-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF



Aspire Lionel Wilson College Preparatory Academy (130666)				2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Select funding method:				LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Use this section to override the calculated in-lieu of property tax results.

1. Clear the prepopulated number '1' from the box located to the right	1
2. Local calculation of <u>total</u> in-lieu property taxes	

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	Charter Name										
	Charter ADA by grade span										
	Grades K-3	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-
Total ADA	-	-	-	-	-	-	-	-	-	-	
2	Charter Name										
	Charter ADA by grade span										
	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
Total ADA	-	-	-	-	-	-	-	-	-	-	
3	Charter Name										
	Charter ADA by grade span										
	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
Total ADA	-	-	-	-	-	-	-	-	-	-	
4	Charter Name										
	Charter ADA by grade span										
	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
Total ADA	-	-	-	-	-	-	-	-	-	-	



Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	Charter Name								



Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
14	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
16	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	
	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	
17	Charter Name									
	Charter ADA by grade span									
	Grades K-3									
	Grades 4-6									
	Grades 7-8									
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	
	18	Charter Name								
		Charter ADA by grade span								
		Grades K-3								
Grades 4-6										
Grades 7-8										
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	
	19	Charter Name								
		Charter ADA by grade span								
		Grades K-3								
Grades 4-6										
Grades 7-8										
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	
	20	Charter Name								
		Charter ADA by grade span								
		Grades K-3								
Grades 4-6										
Grades 7-8										
	Grades 9-12									
	Total ADA	-	-	-	-	-	-	-	-	

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
21	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
22	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
23	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
24	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
25	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
26	Charter Name								
	Charter ADA by grade span								
Grades K-3									

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	-
28	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	-
29	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	-
30	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	-
31	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Total ADA	-	-	-	-	-	-	-	-
32	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
34	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	Charter Name								
	Charter ADA by grade span								

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	
39	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	
40	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	
41	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-	
42	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
Grades 7-8									

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	Charter Name								

Aspire Lionel Wilson College Preparatory Academy (130666)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
49	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
50	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Aspire Lionel Wilson College Preparatory Academy (130666)								
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	Non Applicable	-	-	-	-	-	-	-
Grades 4-6	Until 2022-23	-	-	-	-	-	-	-
Grades 7-8	Certification	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	Non Applicable	-	-	-	-	-	-	-
Grades 4-6	Until 2022-23	-	-	-	-	-	-	-
Grades 7-8	Certification	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage	Non Applicable	-	-	-	-	-	-	-
Prior year charter school shift percentage	Until 2022-23	0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	Applicable Until 202	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	59.96	56.76	41.78	54.60	64.05	77.28	83.25	-
Grades 7-8	130.70	113.54	106.44	101.92	106.14	132.48	166.50	-
Grades 9-12	278.18	240.91	221.31	225.68	232.41	231.84	233.10	-
LCFF Subtotal	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
Change in LCFF ADA (excludes NSS ADA)	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	No Change
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	59.96	56.76	41.78	54.60	64.05	77.28	83.25	-
Grades 7-8	130.70	113.54	106.44	101.92	106.14	132.48	166.50	-
Grades 9-12	278.18	240.91	221.31	225.68	232.41	231.84	233.10	-

Aspire Lionel Wilson College Preparatory Academy (130666)								
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Subtotal	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	59.96	56.76	41.78	54.60	64.05	77.28	83.25	-
Grades 7-8	130.70	113.54	106.44	101.92	106.14	132.48	166.50	-
Grades 9-12	278.18	240.91	221.31	225.68	232.41	231.84	233.10	-
Total Actual ADA	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	59.96	56.76	41.78	54.60	64.05	77.28	83.25	-
Grades 7-8	130.70	113.54	106.44	101.92	106.14	132.48	166.50	-
Grades 9-12	278.18	240.91	221.31	225.68	232.41	231.84	233.10	-
Total Funded ADA	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	-	-	-	-	-	-

LOCAL CONTROL FUNDING FORMULA	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
LCFF ENTITLEMENT CALCULATION								
Calculation Factors	CCLA & Base Grant Assessed 5.07% Position 0.00% Unapportioned 87.37% 76.41% Total \$ 4,324,752 \$ 76,936 \$ 768,522 \$ 617,441 \$ 5,781,231	CCLA & Base Grant Assessed 13.26% Position 0.00% Unapportioned 85.55% 77.95% Total \$ 4,926,391 \$ 69,623 \$ 745,999 \$ 650,406 \$ 5,796,419	CCLA & Base Grant Assessed 8.22% Position 0.00% Unapportioned 81.00% 81.00% Total \$ 4,181,186 \$ 69,048 \$ 722,880 \$ 691,475 \$ 4,666,589	CCLA & Base Grant Assessed 1.07% Position 0.00% Unapportioned 86.31% 80.00% Total \$ 4,750,769 \$ 71,513 \$ 765,666 \$ 721,372 \$ 5,243,819	CCLA & Base Grant Assessed 2.87% Position 0.00% Unapportioned 87.19% 80.00% Total \$ 4,750,769 \$ 71,513 \$ 765,666 \$ 721,372 \$ 5,243,819	CCLA & Base Grant Assessed 3.08% Position 0.00% Unapportioned 87.19% 80.00% Total \$ 4,750,769 \$ 71,513 \$ 765,666 \$ 721,372 \$ 5,243,819	CCLA & Base Grant Assessed 3.30% Position 0.00% Unapportioned 87.19% 80.00% Total \$ 4,750,769 \$ 71,513 \$ 765,666 \$ 721,372 \$ 5,243,819	CCLA & Base Grant Assessed 3.52% Position 0.00% Unapportioned 87.19% 80.00% Total \$ 4,750,769 \$ 71,513 \$ 765,666 \$ 721,372 \$ 5,243,819
ADDITIONAL STATE AID								
Change Over Prior Year								
LCFF Entitlement For ADA (excluding Category MSAs)	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351
Per ADA Change Over Prior Year								
State Aid (before additional state aid)	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351
LCFF SOURCES INCLUDING EXCESS TAXES								
State Aid	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351	\$ 12,351
Education Protection Account	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366	\$ 1,756,366
Property Taxes (Net of Int'l Levy Transfers)	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360
Charter School Taxes	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360	\$ 1,430,360
Total LCFF (Includes Base Aid Choice and Base Aid Supplemental Funding)	\$ 5,781,231	\$ 5,796,419	\$ 5,781,231	\$ 5,781,231	\$ 5,781,231	\$ 5,781,231	\$ 5,781,231	\$ 5,781,231

Aspire Lionel Wilson College Preparatory Academy (130666)

EDUCATION PROTECTION ACCOUNT

Certification Period:	Annual		P-2		Estimated P-2		Est. Annual				
	2021-22	2022-23	2022-23	2023-24	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1 Total ADA for EPA Minimum	468.84	411.21	411.21	369.53	369.53	(3,986,526.00)	-	(231.84)	441.60	482.85	-
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 93,768	\$ 82,242	\$ 82,242	\$ 73,906	\$ 73,906	\$ 76,440	\$ 80,520	\$ 88,320	\$ 96,570	\$ -	
EPA PROPORTIONATE SHARE CAP											
B3,B7 2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ 6,709.38		\$ 7,149.52	\$ 7,737.21	\$ 7,737.21	\$ 7,820.00	\$ 8,049.13	\$ 8,297.04	\$ 8,570.84	\$ 8,852.82	
B4, B8 Current Year Funded ADA, excluding NSS	468.84		411.21	369.53	369.53	382.20	402.60	441.60	482.85	-	
B-11 2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-	
B-12 Current Year Funded ADA, including NSS	468.84		411.21	369.53	369.53	382.20	402.60	441.60	482.85	-	
Adjusted Total Revenue Limit	\$ 3,145,626		\$ 2,939,954	\$ 2,859,131	\$ 2,859,131	\$ 2,988,804	\$ 3,240,580	\$ 3,663,973	\$ 4,138,430	\$ -	
B-10 Current Year Adjusted NSS Allowance	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
B-16 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 3,145,626	\$ 2,939,954	\$ 2,939,954	\$ 2,859,131	\$ 2,859,131	\$ 2,988,804	\$ 3,240,580	\$ 3,663,973	\$ 4,138,430	\$ -	
B-17 Local Revenue/In-Lieu of Property Taxes	\$ 1,420,360	\$ 1,381,941	\$ 1,381,674	\$ 1,334,753	\$ 1,334,753	\$ 1,334,753	\$ 1,334,753	\$ 1,334,753	\$ 1,334,753	\$ -	
B-18 EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ 1,725,266	\$ 1,558,013	\$ 1,558,280	\$ 1,524,378	\$ 1,524,378	\$ 1,654,051	\$ 1,905,827	\$ 2,329,220	\$ 2,803,677	\$ -	
EPA PROPORTIONATE SHARE											
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$3,145,626	\$ 2,939,954	\$2,939,954	\$2,859,131	\$2,859,131	\$2,988,804	\$3,240,580	\$3,663,973	\$4,138,430	\$-	
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		12.74780911%		48.75954508%		48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	
C-3 EPA Proportionate Share (C-1 * C-2)	\$ 2,370,908	\$ 374,780	\$ 377,729	\$ 1,394,099	\$ 1,394,099	\$ 1,457,327	\$ 1,580,092	\$ 1,786,537	\$ 2,017,880	\$ -	
EPA ENTITLEMENT											
D-1 EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 1,725,266	\$ 374,780	\$ 377,729	\$ 1,394,099	\$ 1,394,099	\$ 1,457,327	\$ 1,580,092	\$ 1,786,537	\$ 2,017,880	\$ -	
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
D-3 Adjusted EPA Entitlement (D-1 + D-2)	1,725,266	374,780	377,729	1,394,099	1,394,099	1,457,327	1,580,092	1,786,537	2,017,880	-	
D-4 Prior Year Annual Adjustment	14,898	\$ 149,797	149,797	\$ 2,949	2,949	-	-	-	-	-	
D-5 P2 Entitlement Net of PY Adjustment	1,740,164	\$ 524,577	527,526	\$ 1,397,048	1,397,048	1,457,327	1,580,092	1,786,537	2,017,880	-	
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	
Adjusted EPA Allocation (used to calculate LCFF Revenue)		\$ 377,729		\$ 1,394,099		1,457,327	1,580,092	1,786,537	2,017,880	-	

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of iss an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Aspire Lionel Wilson College Preparatory Academy (130666)								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions								
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	483	451	406	420	440	480	522	-
Unduplicated Pupil Count (UPC)	403	382	354	366	384	419	455	-
Unduplicated Pupil Percentage (UPP)	87.37%	85.55%	85.00%	86.31%	87.19%	87.19%	87.19%	0.00%
Current Year LCFF Average Daily Attendance (ADA)	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
Funded LCFF ADA	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-
LCFF ADA Funding Method	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
NSS ADA Funding Method(s)								
LCFF Entitlement Summary								
Base Grant	\$4,324,752	\$4,290,391	\$4,183,186	\$4,364,240	\$4,720,769	\$5,294,507	\$5,943,218	\$-
Grade Span Adjustment	70,936	69,623	69,048	71,315	75,533	77,667	80,653	-
Adjusted Base Grant	\$4,395,688	\$4,360,014	\$4,252,234	\$4,435,555	\$4,796,302	\$5,372,174	\$6,023,871	\$-
Supplemental Grant	768,102	745,999	722,880	765,666	836,379	936,800	1,050,443	-
Concentration Grant	617,441	650,406	693,475	723,372	782,206	876,120	982,403	-
Total Base, Supplemental and Concentration Grant	\$5,781,231	\$5,756,419	\$5,668,589	\$5,924,593	\$6,414,887	\$7,185,094	\$8,056,717	\$-
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$5,781,231	\$5,756,419	\$5,668,589	\$5,924,593	\$6,414,887	\$7,185,094	\$8,056,717	\$-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 12,331	\$ 13,999	\$ 15,340	\$ 15,501	\$ 15,934	\$ 16,271	\$ 16,686	\$ -
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,781,231	5,756,419	5,668,589	5,924,593	6,414,887	7,185,094	8,056,717	-
LCFF Sources Summary								
Funding Source Summary								
Local Revenue (net of In-Lieu of Property Taxes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 1,725,266	\$ 377,729	\$ 1,394,099	\$ 1,457,327	\$ 1,580,092	\$ 1,786,537	\$ 2,017,880	\$ -
Net State Aid (excludes Additional State Aid)	\$ 4,055,965	\$ 5,378,690	\$ 4,274,490	\$ 4,467,266	\$ 4,834,795	\$ 5,398,557	\$ 6,038,837	\$ -
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,635,605	\$ 3,997,016	\$ 2,939,737	\$ 3,132,513	\$ 3,500,042	\$ 4,063,804	\$ 4,704,084	\$ -
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$ 1,725,266	\$ 377,729	\$ 1,394,099	\$ 1,457,327	\$ 1,580,092	\$ 1,786,537	\$ 2,017,880	\$ -
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$ 14,898	\$ 149,797	\$ 2,949	\$ -	\$ -	\$ -	\$ -	\$ -
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	1,420,360	1,381,674	1,334,753	1,334,753	1,334,753	1,334,753	1,334,753	-
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 4,395,688	\$ 4,360,014	\$ 4,252,234	\$ 4,435,555	\$ 4,796,302	\$ 5,372,174	\$ 6,023,871	\$ -
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,385,543	\$ 1,396,405	\$ 1,416,355	\$ 1,489,038	\$ 1,618,585	\$ 1,812,920	\$ 2,032,846	\$ -
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 142,487	\$ 150,094	\$ 160,032	\$ 166,932	\$ 180,510	\$ 202,181	\$ 226,709	\$ -
Percentage to Increase or Improve Services	31.52%	32.03%	33.31%	33.57%	33.75%	33.75%	33.75%	0.00%
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								

Aspire Lionel Wilson College Preparatory Academy (130666)								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Grades TK-3	\$ 11,751.36	\$ 13,359.86	\$ 14,598.61	\$ 14,783.58	\$ 15,236.40	\$ 15,705.85	\$ 16,224.79	\$ 12,530.00
Grades 4-6	\$ 10,804.41	\$ 12,283.84	\$ 13,422.83	\$ 13,593.47	\$ 14,009.95	\$ 14,441.95	\$ 14,918.08	\$ 11,521.00
Grades 7-8	\$ 11,124.00	\$ 12,648.23	\$ 13,820.09	\$ 13,995.52	\$ 14,424.56	\$ 14,868.60	\$ 15,359.45	\$ 11,862.00
Grades 9-12	\$ 13,227.02	\$ 15,039.25	\$ 16,432.94	\$ 16,642.88	\$ 17,152.99	\$ 17,681.29	\$ 18,264.42	\$ 14,105.00
Base Grants								
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748
Grade Span Adjustment								
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357
Supplemental Grant								
Maximum - 1.00 ADA, 100% UPP	20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$ 1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506
Grades 4-6	\$ 1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304
Grades 7-8	\$ 1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372
Grades 9-12	\$ 2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821
Actual - 1.00 ADA, Local UPP as follows:								
	87.37%	85.55%	85.00%	86.31%	87.19%	87.19%	87.19%	0.00%
Grades TK-3	\$ 1,561	\$ 1,731	\$ 1,862	\$ 1,911	\$ 1,987	\$ 2,048	\$ 2,115	\$ -
Grades 4-6	\$ 1,435	\$ 1,592	\$ 1,712	\$ 1,757	\$ 1,827	\$ 1,883	\$ 1,945	\$ -
Grades 7-8	\$ 1,478	\$ 1,639	\$ 1,762	\$ 1,809	\$ 1,881	\$ 1,939	\$ 2,003	\$ -
Grades 9-12	\$ 1,757	\$ 1,949	\$ 2,096	\$ 2,151	\$ 2,236	\$ 2,305	\$ 2,381	\$ -
Concentration Grant (>55% population)								
Maximum - 1.00 ADA, 100% UPP	65%	65%	65%	65%	65%	65%	65%	65%
Grades TK-3	\$ 5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145
Grades 4-6	\$ 5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489
Grades 7-8	\$ 5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710
Grades 9-12	\$ 6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168
Actual - 1.00 ADA, Local UPP >55% as follows:								
	21.6100%	22.9500%	25.0900%	25.0900%	25.0900%	25.0900%	25.0900%	0.0000%
Grades TK-3	\$ 1,255	\$ 1,510	\$ 1,786	\$ 1,805	\$ 1,858	\$ 1,915	\$ 1,978	\$ -
Grades 4-6	\$ 1,154	\$ 1,388	\$ 1,642	\$ 1,660	\$ 1,708	\$ 1,761	\$ 1,819	\$ -
Grades 7-8	\$ 1,188	\$ 1,429	\$ 1,691	\$ 1,709	\$ 1,759	\$ 1,813	\$ 1,873	\$ -
Grades 9-12	\$ 1,413	\$ 1,699	\$ 2,010	\$ 2,032	\$ 2,092	\$ 2,156	\$ 2,227	\$ -

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

- 1. Property Taxes per ADA
- 2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

- 1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Prior Year Basic Aid Status - - - - -

1	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
7	RATES 2021-22												
8	ADA Level / # FTE Allowance 12/13 deficated rate				The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.								
9	Elementary												
10	1 - 24	1	172,200	131,300									
11	25 - 48	2	344,400	262,600									
12	49 - 72	3	516,600	393,900									
13	73 - 96	4	688,800	525,200									
14	High School												
15	1 - 19	1	139,795	106,575									
16	1 - 19	2	279,590	213,150									
17	1 - 19	3	621,060	473,400									
18	20 - 38	4	760,855	579,975									
19	39 - 57	5	900,650	686,550									
20	58 - 71	6	1,040,445	793,125									
21	72 - 86	7	1,180,240	899,700									
22	87 - 100	8	1,320,035	1,006,275									
23	101 - 114	9	1,459,830	1,112,850									
24	115 - 129	10	1,599,625	1,219,425									
25	130 - 143	11	1,739,420	1,326,000									
26	144 - 171	12	1,879,215	1,432,575									
27	172 - 210	13	2,019,010	1,539,150									
28	211 - 248	14	2,158,805	1,645,725									
29	249 - 286	15	2,298,600	1,752,300									
30	NSS Add-on per ADA												
31													
32	ADA & NSS FTE 2021-22												
33	DISTRICT NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 NPS, CDS, & COE operated												
34	Third PY ADA (net of charter shift)												
35	2018-19	Grades TK-3		Placeholder - to be used starting in 22/23									
36		Grades 4-6											
37		Grades 7-8											
38		Grades 9-12											
39		Third PRIOR YEAR ADA											
40	Third PY NUMBER OF FTE												
41	Second PY ADA (net of charter shift)												
42	2019-20	Grades TK-3		To be used starting in 22/23 calculations									
43		Grades 4-6											
44		Grades 7-8											
45		Grades 9-12											
46		Second PRIOR YEAR ADA											
47	Second PY NUMBER OF FTE												
48	PRIOR YEAR ADA (net of charter shift)												
49	A-1	Grades TK-3		-	-	-	-	-	-	-	-	-	
50	A-2	Grades 4-6		-	-	-	-	-	-	-	-	-	
51	A-3	Grades 7-8		-	-	-	-	-	-	-	-	-	
52	A-4, B-1	Grades 9-12		-	-	-	-	-	-	-	-	-	
53		PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	
54	A-5, B-2	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	
55	THREE PRIOR YEAR AVERAGE (net of charter shift)												
56		Grades TK-3		-	-	-	-	-	-	-	-	-	
57		Grades 4-6		-	-	-	-	-	-	-	-	-	
58		Grades 7-8		-	-	-	-	-	-	-	-	-	
59		Grades 9-12		-	-	-	-	-	-	-	-	-	
60		3 PY AVERAGE ADA		-	-	-	-	-	-	-	-	-	
61	3 PRIOR YEAR NUMBER OF FTE												
62	CURRENT YEAR ADA (before charter shift)												
63	2021-22	Grades TK-3		-	-	-	-	-	-	-	-	-	
64		Grades 4-6		-	-	-	-	-	-	-	-	-	
65		Grades 7-8		-	-	-	-	-	-	-	-	-	
66		Grades 9-12		-	-	-	-	-	-	-	-	-	
67		CURRENT YEAR ADA		-	-	-	-	-	-	-	-	-	
68		CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	
69	NSS FUNDING CALCULATIONS												
70	Eligibility as a NSS												
71	Type of NSS school												
72	NSS Allowance if funded as NSS & on prior year												
73	NSS allowance level												
74	NSS Allowance using PY												
75	NSS Add-on using PY												
76	Total NSS Allowance using PY												
77	NSS Allowance if funded as NSS & on 3 PY average												
78	NSS allowance level												
79	NSS Allowance using 3 PY average												
80	NSS Add-on using 3 PY average												
81	Total NSS Allowance using 3 PY average												
82	NSS Allowance if funded as NSS & on current year												
83	NSS allowance level												
84	NSS Allowance using CY												
85	NSS Add-on using CY												
86	Total NSS Allowance using CY												
87	NSS allowance level >0?												
88	NSS Allowance if funded as NSS is based on												
89	NSS Funding												
90	NSS ADA												
91	Grades TK-3												
92	Grades 4-6												
93	Grades 7-8												
94	Grades 9-12												
95	Total												
96	NSS allowance Level												

	A	B	C	D	E	F	G	H	I	J	K	L	M																
1	Aspire Lionel Wilson College Preparatory Academy (130666)																												
2	NECESSARY SMALL SCHOOLS (NSS)																												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>																												
4																													
5																													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING																												
97																													
98																													
99	2021-22																												
100	Funded P2 NSS ADA and NSS Allowances				2021-22																								
101	Best funding option calculated is:				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL																			
102	Selected funding method:				LCFF	LCFF	LCFF	LCFF	LCFF																				
103	NSS Allowance																												
104	Third Prior Year 2018-19																												
105	NSS ADA																												
106	Grades TK-3				-	-	-	-	-	-	-	-	-																
107	Grades 4-6				-	-	-	-	-	-	-	-	-																
108	Grades 7-8				-	-	-	-	-	-	-	-	-																
109	Grades 9-12				-	-	-	-	-	-	-	-	-																
110	P2 NSS ADA				To be used starting in 22/23 calculations																								
111	Second Prior Year 2019-20																												
112	NSS ADA																												
113	Grades TK-3				-	-	-	-	-	-	-	-	-																
114	Grades 4-6				-	-	-	-	-	-	-	-	-																
115	Grades 7-8				-	-	-	-	-	-	-	-	-																
116	Grades 9-12				-	-	-	-	-	-	-	-	-																
117	P2 NSS ADA				To be used starting in 22/23 calculations																								
118	Prior Year 2020-21																												
119	NSS ADA																												
120	Grades TK-3				-	-	-	-	-	-	-	-	-																
121	Grades 4-6				-	-	-	-	-	-	-	-	-																
122	Grades 7-8				-	-	-	-	-	-	-	-	-																
123	Grades 9-12				-	-	-	-	-	-	-	-	-																
124	P2 NSS ADA				To be used starting in 22/23 calculations																								
125	NSS Allowances																												
126	Current Year 2021-22																												
127	NSS ADA																												
128	Grades TK-3				-	-	-	-	-	-	-	-	-																
129	Grades 4-6				-	-	-	-	-	-	-	-	-																
130	Grades 7-8				-	-	-	-	-	-	-	-	-																
131	Grades 9-12				-	-	-	-	-	-	-	-	-																
132	P2 NSS ADA				To be used starting in 22/23 calculations																								
133	NSS Allowances																												
134	Funded NSS allowance Level																												
135	NSS ADA																												
136	Grades TK-3				-	-	-	-	-	-	-	-	-																
137	Grades 4-6				-	-	-	-	-	-	-	-	-																
138	Grades 7-8				-	-	-	-	-	-	-	-	-																
139	Grades 9-12				-	-	-	-	-	-	-	-	-																
140	P2 NSS ADA				To be used starting in 22/23 calculations																								
141	NSS Allowances																												
142																													
143	Funding based on												Current Yr																
144	TOTAL Funded ADA												0																
145	Total NSS Allowance												-																
146	Exclude: LCFF Adjusted Base Funding for NSS ADA				NSS ADA		Rates		Amounts		Total																		
147							Base		Grade Span																				
148	Grades TK-3				-	8,093	842	-	-	-	-	-	-																
149	Grades 4-6				-	8,215	-	-	-	-	-	-	-																
150	Grades 7-8				-	8,458	-	-	-	-	-	-	-																
151	Grades 9-12				-	9,802	255	-	-	-	-	-	-																
152	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA				-																								
153	Adjusted NSS Allowance (Deficited) for EPA				NSS 1					NSS 2					NSS 3					NSS 4					NSS 5				
154	Funding at 12-13 levels (deficited)																												
155	NSS Allowances				-	-	-	-	-	-	-	-	-																
156	NSS Add-on				-	-	-	-	-	-	-	-	-																
157	NSS Add-on per ADA				-	-	-	-	-	-	-	-	-																
158	Funded ADA				-	-	-	-	-	-	-	-	-																
159	NSS Add-on				-	-	-	-	-	-	-	-	-																
160	TOTAL Adjusted NSS Allowance (Deficited) for EPA				-																								
161																													
162																													
163																													
164	RATES 2022-23				12/13 deficited rate																								
165	ADA	Level / # FTE	Allowance																										
166	Elementary																												
167	1 - 24	1	247,965	139,913																									
168	25 - 48	2	490,709	279,827																									
169	49 - 72	3	733,666	419,740																									
170	73 - 96	4	976,409	559,653																									
171	High School																												
172	1 - 19	1	208,964	113,566																									
173	1 - 19	2	297,931	227,133																									
174	1 - 19	3	661,802	504,455																									
175	20 - 38	4	810,767	618,021																									
176	39 - 57	5	959,733	731,588																									
177	58 - 71	6	1,108,698	845,154																									
178	72 - 86	7	1,257,664	958,720																									
179	87 - 100	8	1,406,629	1,072,287																									
180	101 - 114	9	1,555,595	1,185,853																									
181	115 - 129	10	1,704,560	1,299,419																									
182	130 - 143	11	1,853,526	1,412,986																									
183	144 - 171	12	2,002,492	1,526,552																									
184	172 - 210	13	2,397,701	1,640,118																									
185	211 - 248	14	2,830,601	1,753,685																									
186	249 - 286	15	3,263,507	1,867,251																									
166	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																												
172	Funded COLA 2021-22								6.56%																				
173	Proration Factor								0.00%																				
176	LCFF Rates per ADA																												
177			Base		Gr Span		Supp		Concen																				
178	Grades TK-3		9,166		953		1,731		1,510																				
179	Grades 4-6		9,304		-		1,592		1,388																				
180	Grades 7-8		9,580		-		1,639		1,429																				
181	Grades 9-12		11,102		289		1,949		1,699																				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
187													
188	NSS Add-on per ADA - -												
189	ADA & NSS FTE												
190							2022-23						
191		DISTRICT		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated				
192	Third PY ADA (net of charter shift)												
193	2019-20	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
194		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
195		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
196		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
197		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
198	Third PY NUMBER OF FTE												
199	Second PY ADA (net of charter shift)												
200	2020-21	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
201		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
202		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
203		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
204		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
205	Second PY NUMBER OF FTE												
206	PRIOR YEAR ADA (net of charter shift)												
207	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
208		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
209		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
210		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
211		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
212	PRIOR YEAR NUMBER OF FTE												
213	THREE PRIOR YEAR AVERAGE (net of charter shift)												
214		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
215		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
216		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
217		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
218		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
219	3 PRIOR YEAR NUMBER OF FTE												
220	CURRENT YEAR ADA (before charter shift)												
221	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
222		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
223		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
224		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
225		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
226	CURRENT YEAR NUMBER OF FTE												
227	NSS FUNDING CALCULATIONS												
228	Eligibility as a NSS												
229	Type of NSS school												
230	NSS Allowance if funded as NSS & on prior year												
231	NSS allowance level												
232	NSS Allowance using PY												
233	NSS Add-on using PY												
234	Total NSS Allowance using PY												
235	NSS Allowance if funded as NSS & on 3 PY average												
236	NSS allowance level												
237	NSS Allowance using 3 PY average												
238	NSS Add-on using 3 PY average												
239	Total NSS Allowance using 3 PY average												
240	NSS Allowance if funded as NSS & on current year												
241	NSS allowance level												
242	NSS Allowance using CY												
243	NSS Add-on using CY												
244	Total NSS Allowance using CY												
245	NSS allowance level >0?												
246	NSS Allowance if funded as NSS is based on												
247	NSS Funding												
248	NSS ADA Grades TK-3												
249	Grades 4-6												
250	Grades 7-8												
251	Grades 9-12												
252	Total												
253	NSS allowance Level												
254													
255													
256	2022-23												
257	2022-23												
258	Funded P2 NSS ADA and NSS Allowances												
259	Best funding option calculated is:												
260	Selected funding method:												
261	NSS Allowance												
262	Third Prior Year 2019-20												
263	NSS ADA												
264	Grades TK-3												
265	Grades 4-6												
266	Grades 7-8												
267	Grades 9-12												
268	P2 NSS ADA												
269	Second Prior Year 2020-21												
270	NSS ADA												
271	Grades TK-3												
272	Grades 4-6												
273	Grades 7-8												
274	Grades 9-12												
275	P2 NSS ADA												
276	Prior Year 2021-22												
277	NSS ADA												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
277				Grades TK-3		-	-	-	-	-	-	-	-
278				Grades 4-6		-	-	-	-	-	-	-	-
279				Grades 7-8		-	-	-	-	-	-	-	-
280				Grades 9-12		-	-	-	-	-	-	-	-
281				P2 NSS ADA		-	-	-	-	-	-	-	-
282				NSS Allowances		-	-	-	-	-	-	-	-
283		Current Year		2022-23									
284				NSS ADA									
285				Grades TK-3		-	-	-	-	-	-	-	-
286				Grades 4-6		-	-	-	-	-	-	-	-
287				Grades 7-8		-	-	-	-	-	-	-	-
288				Grades 9-12		-	-	-	-	-	-	-	-
289				P2 NSS ADA		-	-	-	-	-	-	-	-
290				NSS Allowances		-	-	-	-	-	-	-	-
291		Funded		NSS allowance Level		-	-	-	-	-	-	-	-
292				NSS ADA									
293				Grades TK-3		-	-	-	-	-	-	-	-
294				Grades 4-6		-	-	-	-	-	-	-	-
295				Grades 7-8		-	-	-	-	-	-	-	-
296				Grades 9-12		-	-	-	-	-	-	-	-
297				P2 NSS ADA		-	-	-	-	-	-	-	-
298				NSS Allowances		-	-	-	-	-	-	-	-
299		Exclude: LCFF Adjusted Base Funding for NSS ADA											
300							NSS ADA	Rates		Amounts		Total	
301								Base	Grade Span	Base	Grade Span		
302				Grades TK-3		-		9,166	953	-	-	-	-
303				Grades 4-6		-		9,304	-	-	-	-	-
304				Grades 7-8		-		9,580	-	-	-	-	-
305				Grades 9-12		-		11,102	289	-	-	-	-
306		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA				-				-	-	-	-
307		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
308		Funding at 12-13 levels (deficited)											
309				NSS Allowances		-	-	-	-	-	-	-	-
310				NSS Add-on		-	-	-	-	-	-	-	-
311				NSS Add-on per ADA		-	-	-	-	-	-	-	-
312				Funded ADA		-	-	-	-	-	-	-	-
313				NSS Add-on		-	-	-	-	-	-	-	-
314		TOTAL Adjusted NSS Allowance (Deficited) for EPA											
315													
316													
317	RATES 2023-24				12/13 deficited rate								
318		ADA	Level / # FTE	Allowance	(adj. for COLA)								
319	Elementary						<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>						
320		1 - 24	1	268,348	151,414								
321		25 - 48	2	531,045	302,829								
322		49 - 72	3	793,973	454,243								
323		73 - 96	4	1,056,670	605,656								
324	High School												
325		1 - 19	1	226,141	122,901								
326		1 - 19	2	322,421	245,803								
327		1 - 19	3	716,202	545,921								
328		20 - 38	4	877,412	668,822								
329		39 - 57	5	1,038,623	791,725								
330		58 - 71	6	1,199,833	914,626								
331		72 - 86	7	1,361,044	1,037,527								
332		87 - 100	8	1,522,254	1,160,429								
333		101 - 114	9	1,683,465	1,283,330								
334		115 - 129	10	1,844,675	1,406,231								
335		130 - 143	11	2,005,886	1,529,133								
336		144 - 171	12	2,167,097	1,652,035								
337		172 - 210	13	2,594,792	1,774,936								
338		211 - 248	14	3,063,276	1,897,838								
339		249 - 286	15	3,531,767	2,020,739								
340													
341		NSS Add-on per ADA			-	-							
342	ADA & NSS FTE 2023-24												
343				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
344	Third PY ADA (net of charter shift)												
345	2020-21	Grades TK-3			-	-	-	-	-				
346		Grades 4-6			-	-	-	-	-				
347		Grades 7-8			-	-	-	-	-				
348		Grades 9-12			-	-	-	-	-				
349		Third PRIOR YEAR ADA			-	-	-	-	-				
350	Third PY NUMBER OF FTE												
351	Second PY ADA (net of charter shift)												
352	2021-22	Grades TK-3			-	-	-	-	-				
353		Grades 4-6			-	-	-	-	-				
354		Grades 7-8			-	-	-	-	-				
355		Grades 9-12			-	-	-	-	-				
356		Second PRIOR YEAR ADA			-	-	-	-	-				
357	Second PY NUMBER OF FTE												
358	PRIOR YEAR ADA (net of charter shift)												
359	2022-23	Grades TK-3			-	-	-	-	-				
360		Grades 4-6			-	-	-	-	-				
361		Grades 7-8			-	-	-	-	-				
362		Grades 9-12			-	-	-	-	-				
363		PRIOR YEAR ADA			-	-	-	-	-				
364	PRIOR YEAR NUMBER OF FTE												
365	THREE PRIOR YEAR AVERAGE (net of charter shift)												

A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount.												
4	Supplemental and Concentration grants are not affected by this calculation.												
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
366		Grades TK-3	-	-	-	-	-	-	-	-	-	-	
367		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
368		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
369		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
370		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	
371		3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
372	CURRENT YEAR ADA (before charter shift)												
373	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
374		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
375		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
376		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
377		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	
378		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
379	NSS FUNDING CALCULATIONS												
380	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
381	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
382	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
382	NSS Allowance if funded as NSS & on prior year												
383		NSS allowance level	0	0	0	0	0						
384		NSS Allowance using PY	-	-	-	-	-						
385		NSS Add-on using PY	-	-	-	-	-						
386		Total NSS Allowance using PY	-	-	-	-	-						
387	NSS Allowance if funded as NSS & on 3 PY average												
388		NSS allowance level	-	-	-	-	-						
389		NSS Allowance using 3 PY average	-	-	-	-	-						
390		NSS Add-on using 3 PY average	-	-	-	-	-						
391		Total NSS Allowance using 3 PY average	-	-	-	-	-						
392	NSS Allowance if funded as NSS & on current year												
393		NSS allowance level	0	0	0	0	0						
394		NSS Allowance using CY	-	-	-	-	-						
395		NSS Add-on using CY	-	-	-	-	-						
396		Total NSS Allowance using CY	-	-	-	-	-						
397		NSS allowance level >0?	NO	NO	NO	NO	NO						
398	NSS Allowance if funded as NSS is based on												
399		NSS Funding	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr						
400		NSS ADA Grades TK-3	-	-	-	-	-						
401		Grades 4-6	-	-	-	-	-						
402		Grades 7-8	-	-	-	-	-						
403		Grades 9-12	-	-	-	-	-						
404		Total	-	-	-	-	-						
405		NSS allowance Level	-	-	-	-	-						
406													
407													
408													
409	2023-24		2023-24										
410		Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL					
411		Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF						
412		Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF						
413	NSS Allowance												
414		Third Prior Year	2020-21										
415		NSS ADA											
416		Grades TK-3	-	-	-	-	-	-					
417		Grades 4-6	-	-	-	-	-	-					
418		Grades 7-8	-	-	-	-	-	-					
419		Grades 9-12	-	-	-	-	-	-					
420		P2 NSS ADA	-	-	-	-	-	-					
421		Second Prior Year	2021-22										
422		NSS ADA											
423		Grades TK-3	-	-	-	-	-	-					
424		Grades 4-6	-	-	-	-	-	-					
425		Grades 7-8	-	-	-	-	-	-					
426		Grades 9-12	-	-	-	-	-	-					
427		P2 NSS ADA	-	-	-	-	-	-					
428		Prior Year	2022-23										
429		NSS ADA											
430		Grades TK-3	-	-	-	-	-	-					
431		Grades 4-6	-	-	-	-	-	-					
432		Grades 7-8	-	-	-	-	-	-					
433		Grades 9-12	-	-	-	-	-	-					
434		P2 NSS ADA	-	-	-	-	-	-					
435		NSS Allowances	-	-	-	-	-	-					
436		Current Year	2023-24										
437		NSS ADA											
438		Grades TK-3	-	-	-	-	-	-					
439		Grades 4-6	-	-	-	-	-	-					
440		Grades 7-8	-	-	-	-	-	-					
441		Grades 9-12	-	-	-	-	-	-					
442		P2 NSS ADA	-	-	-	-	-	-					
443		NSS Allowances	-	-	-	-	-	-					
444		Funded NSS allowance Level	-	-	-	-	-	-					
445		NSS ADA											
446		Grades TK-3	-	-	-	-	-	-					
447		Grades 4-6	-	-	-	-	-	-					
448		Grades 7-8	-	-	-	-	-	-					
449		Grades 9-12	-	-	-	-	-	-					
450		P2 NSS ADA	-	-	-	-	-	-					
451		NSS Allowances	-	-	-	-	-	-					
452		Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total					
453				Base	Grade Span	Base	Grade Span						
454		Grades TK-3	-	9,919	1,032	-	-	-					
455		Grades 4-6	-	10,069	-	-	-	-					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment												
5	grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount.												
6	Supplemental and Concentration grants are not affected by this calculation.												
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
456	Grades 7-8			-	10,367	-	-	-	-	-	-	-	-
457	Grades 9-12			-	12,015	312	-	-	-	-	-	-	-
458	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
459	Adjusted NSS Allowance (Deficited) for EPA												
460	Funding at 12-13 levels (deficited)												
461	NSS Allowances			-	-	-	-	-	-	-	-	-	-
462	NSS Add-on			-	-	-	-	-	-	-	-	-	-
463	NSS Add-on per ADA			-	-	-	-	-	-	-	-	-	-
464	Funded ADA			-	-	-	-	-	-	-	-	-	-
465	NSS Add-on			-	-	-	-	-	-	-	-	-	-
466	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
467													
468													
469													
470	RATES		2024-25		12/13 def. rate +								
471	ADA		Level / # FTE		Allowance		COLA for EPA						
472	The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.												
473	Elementary												
474	1 - 24	1	271,219	153,034									
475	25 - 48	2	536,727	306,069									
476	49 - 72	3	802,469	459,103									
477	73 - 96	4	1,067,976	612,137									
478	High School												
479	1 - 19	1	228,561	124,216									
480	1 - 19	2	325,871	248,433									
481	1 - 19	3	723,865	551,762									
482	20 - 38	4	886,800	675,978									
483	39 - 57	5	1,049,736	800,196									
484	58 - 71	6	1,212,671	924,412									
485	72 - 86	7	1,375,607	1,048,629									
486	87 - 100	8	1,375,607	1,172,846									
487	101 - 114	9	1,701,478	1,297,062									
488	115 - 129	10	1,864,413	1,421,278									
489	130 - 143	11	2,027,349	1,545,495									
490	144 - 171	12	2,190,285	1,669,712									
491	172 - 210	13	2,622,556	1,793,928									
492	211 - 248	14	3,096,053	1,918,145									
493	249 - 286	15	3,569,557	2,042,361									
494	NSS Add-on per ADA			-	-								
495	ADA & NSS FTE												
496	2024-25												
497	DISTRICT												
498	NSS 1												
499	NSS 2												
500	NSS 3												
501	NSS 4												
502	NSS 5												
503	NPS, CDS, & COE operated												
504	Third PY ADA (net of charter shift)												
505	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
506		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
507		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
508		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
509	Third PRIOR YEAR ADA			-	-	-	-	-	-	-	-	-	-
510	Third PY NUMBER OF FTE												
511	Second PY ADA (net of charter shift)												
512	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
513		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
514		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
515		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
516	Second PRIOR YEAR ADA			-	-	-	-	-	-	-	-	-	-
517	Second PY NUMBER OF FTE												
518	PRIOR YEAR ADA (net of charter shift)												
519	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
520		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
521		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
522		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
523	PRIOR YEAR ADA			-	-	-	-	-	-	-	-	-	-
524	PRIOR YEAR NUMBER OF FTE												
525	THREE PRIOR YEAR AVERAGE (net of charter shift)												
526		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
527		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
528		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
529		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
530	3 PY AVERAGE ADA			-	-	-	-	-	-	-	-	-	-
531	3 PRIOR YEAR NUMBER OF FTE												
532	CURRENT YEAR ADA (before charter shift)												
533	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
534		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
535		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
536		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
537	CURRENT YEAR ADA			-	-	-	-	-	-	-	-	-	-
538	CURRENT YEAR NUMBER OF FTE												
539	NSS FUNDING CALCULATIONS												
540	Eligibility as a NSS												
541	Type of NSS school												
542	NSS Allowance if funded as NSS & on prior year												
543	NSS allowance level												
544	NSS Allowance using PY												
545	NSS Add-on using PY												
546	Total NSS Allowance using PY												
547	NSS Allowance if funded as NSS & on 3 PY average												
548	NSS allowance level												
549	NSS Allowance using 3 PY average												
550	NSS Add-on using 3 PY average												
551	Total NSS Allowance using 3 PY average												
552	NSS Allowance if funded as NSS & on current year												

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Aspire Lionel Wilson College Preparatory Academy (130666)													
2	NECESSARY SMALL SCHOOLS (NSS)													
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>													
4														
5														
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING													
546				NSS allowance level		-	-	-	-	-	-	-		
547				NSS Allowance using CY		-	-	-	-	-	-	-		
548				NSS Add-on using CY		-	-	-	-	-	-	-		
549				Total NSS Allowance using CY		-	-	-	-	-	-	-		
550				NSS allowance level >0?		NO	NO	NO	NO	NO	NO	NO		
551				NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
552				NSS Funding		-	-	-	-	-	-	-		
553				NSS ADA	Grades TK-3	-	-	-	-	-	-	-		
554					Grades 4-6	-	-	-	-	-	-	-		
555					Grades 7-8	-	-	-	-	-	-	-		
556					Grades 9-12	-	-	-	-	-	-	-		
557					Total	-	-	-	-	-	-	-		
558				NSS allowance Level		-	-	-	-	-	-	-		
559														
560														
561														
562	2024-25						2024-25							
563	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL			
564	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF				
565	Selected funding method:					Select method	Select method	Select method	Select method	Select method				
566	NSS Allowance													
567	Third Prior Year		2021-22											
568			NSS ADA											
569			Grades TK-3	-	-	-	-	-	-	-	-	-		
570			Grades 4-6	-	-	-	-	-	-	-	-	-		
571			Grades 7-8	-	-	-	-	-	-	-	-	-		
572			Grades 9-12	-	-	-	-	-	-	-	-	-		
573			P2 NSS ADA	-	-	-	-	-	-	-	-	-		
574	Second Prior Year		2022-23											
575			NSS ADA											
576			Grades TK-3	-	-	-	-	-	-	-	-	-		
577			Grades 4-6	-	-	-	-	-	-	-	-	-		
578			Grades 7-8	-	-	-	-	-	-	-	-	-		
579			Grades 9-12	-	-	-	-	-	-	-	-	-		
580			P2 NSS ADA	-	-	-	-	-	-	-	-	-		
581	Prior Year		2023-24											
582			NSS ADA											
583			Grades TK-3	-	-	-	-	-	-	-	-	-		
584			Grades 4-6	-	-	-	-	-	-	-	-	-		
585			Grades 7-8	-	-	-	-	-	-	-	-	-		
586			Grades 9-12	-	-	-	-	-	-	-	-	-		
587			P2 NSS ADA	-	-	-	-	-	-	-	-	-		
588			NSS Allowances											
589	Current Year		2024-25											
590			NSS ADA											
591			Grades TK-3	-	-	-	-	-	-	-	-	-		
592			Grades 4-6	-	-	-	-	-	-	-	-	-		
593			Grades 7-8	-	-	-	-	-	-	-	-	-		
594			Grades 9-12	-	-	-	-	-	-	-	-	-		
595			P2 NSS ADA	-	-	-	-	-	-	-	-	-		
596			NSS Allowances											
597	Funded		NSS allowance Level	-	-	-	-	-	-	-	-	-		
598			NSS ADA											
599			Grades TK-3	-	-	-	-	-	-	-	-	-		
600			Grades 4-6	-	-	-	-	-	-	-	-	-		
601			Grades 7-8	-	-	-	-	-	-	-	-	-		
602			Grades 9-12	-	-	-	-	-	-	-	-	-		
603			P2 NSS ADA	-	-	-	-	-	-	-	-	-		
604			NSS Allowances											
605	Exclude: LCFF Adjusted Base Funding for NSS ADA			NSS ADA	Rates		Amounts				Total			
606					Base	Grade Span	Base	Grade Span						
607			Grades TK-3	-	10,025	1,043	-	-					-	
608			Grades 4-6	-	10,177	-	-	-					-	
609			Grades 7-8	-	10,478	-	-	-					-	
610			Grades 9-12	-	12,144	316	-	-					-	
611	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA			-	-	-	-	-					-	
612	Adjusted NSS Allowance (Deficited) for EPA			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
613	Funding at 12-13 levels (deficited)													
614	NSS Allowances			-	-	-	-	-					-	
615	NSS Add-on			-	-	-	-	-					-	
616	NSS Add-on per ADA			-	-	-	-	-					-	
617	Funded ADA			-	-	-	-	-					-	
618	NSS Add-on			-	-	-	-	-					-	
619	TOTAL Adjusted NSS Allowance (Deficited) for EPA												-	
620														
621														
622														
623	RATES		2025-26			12/13 def. rate +								
624	ADA	Level / # FTE	Allowance			COLA for EPA								
625	Elementary													
626	1 - 24	1	279,166			157,518								
627	25 - 48	2	552,453			315,037								
628	49 - 72	3	825,981			472,555								
629	73 - 96	4	1,099,268			630,073								
630	High School													
631	1 - 19	1	235,258			127,856		COLA		2.93%				
632	1 - 19	2	335,419			255,712		Proration Factor		0.00%				
633	1 - 19	3	745,074			567,929								
634	20 - 38	4	912,783			695,784								
635	39 - 57	5	1,080,493			823,642								
								LCFF Rates per ADA	Base	Gr Span	Supp	Concen		
								Grades TK-3	10,319	1,073	1,987	1,858		

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount.</i>												
4	<i>Supplemental and Concentration grants are not affected by this calculation.</i>												
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
636	58 - 71	6	1,248,202	951,497		Grades 4-6	10,475	-	1,827	1,708			
637	72 - 86	7	1,415,912	1,079,354		Grades 7-8	10,785	-	1,881	1,759			
638	87 - 100	8	1,415,912	1,207,210		Grades 9-12	12,500	325	2,236	2,092			
639	101 - 114	9	1,751,331	1,335,066									
640	115 - 129	10	1,919,040	1,462,921									
641	130 - 143	11	2,086,750	1,590,778									
642	144 - 171	12	2,254,460	1,718,635									
643	172 - 210	13	2,699,397	1,846,490									
644	211 - 248	14	3,186,767	1,974,347									
645	249 - 286	15	3,674,145	2,102,202									
646													
647	NSS Add-on per ADA			-	-								
648	ADA & NSS FTE												
649	2025-26												
650	DISTRICT NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 NPS, CDS, & COE operated												
651	Third PY ADA (net of charter shift)												
652	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
653		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
654		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
655		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
656		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
657	Third PY NUMBER OF FTE												
658	Second PY ADA (net of charter shift)												
659	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
660		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
661		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
662		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
663		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
664	Second PY NUMBER OF FTE												
665	PRIOR YEAR ADA (net of charter shift)												
666	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
667		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
668		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
669		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
670		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
671	PRIOR YEAR NUMBER OF FTE												
672	THREE PRIOR YEAR AVERAGE (net of charter shift)												
673		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
674		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
675		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
676		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
677		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
678	3 PRIOR YEAR NUMBER OF FTE												
679	CURRENT YEAR ADA (before charter shift)												
680	2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
681		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
682		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
683		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
684		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
685	CURRENT YEAR NUMBER OF FTE												
686	NSS FUNDING CALCULATIONS												
687	Eligibility as a NSS												
688	Type of NSS school												
689	NSS Allowance if funded as NSS & on prior year												
690	NSS allowance level												
691	NSS Allowance using PY												
692	NSS Add-on using PY												
693	Total NSS Allowance using PY												
694	NSS Allowance if funded as NSS & on 3 PY average												
695	NSS allowance level												
696	NSS Allowance using 3 PY average												
697	NSS Add-on using 3 PY average												
698	Total NSS Allowance using 3 PY average												
699	NSS Allowance if funded as NSS & on current year												
700	NSS allowance level												
701	NSS Allowance using CY												
702	NSS Add-on using CY												
703	Total NSS Allowance using CY												
704	NSS allowance level >0?												
705	NSS Allowance if funded as NSS is based on												
706	NSS Funding												
707	NSS ADA												
708	Grades TK-3												
709	Grades 4-6												
710	Grades 7-8												
711	Grades 9-12												
712	Total												
713	NSS allowance Level												
714													
715	2025-26												
716	2025-26												
717	Funded P2 NSS ADA and NSS Allowances												
718	Best funding option calculated is:												
719	Selected funding method:												
720	NSS Allowance												
721	Third Prior Year 2022-23												
722	NSS ADA												
723	Grades TK-3												
724	Grades 4-6												
725	Grades 7-8												
726	Grades 9-12												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
726	P2 NSS ADA												
727	Second Prior Year 2023-24												
728	NSS ADA												
729	Grades TK-3												
730	Grades 4-6												
731	Grades 7-8												
732	Grades 9-12												
733	P2 NSS ADA												
734	Prior Year 2024-25												
735	NSS ADA												
736	Grades TK-3												
737	Grades 4-6												
738	Grades 7-8												
739	Grades 9-12												
740	P2 NSS ADA												
741	NSS Allowances												
742	Current Year 2025-26												
743	NSS ADA												
744	Grades TK-3												
745	Grades 4-6												
746	Grades 7-8												
747	Grades 9-12												
748	P2 NSS ADA												
749	NSS Allowances												
750	Funded NSS allowance Level												
751	NSS ADA												
752	Grades TK-3												
753	Grades 4-6												
754	Grades 7-8												
755	Grades 9-12												
756	P2 NSS ADA												
757	NSS Allowances												
758	Exclude: LCFF Adjusted Base Funding for NSS ADA												
759													
760													
761													
762													
763													
764	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
765	Adjusted NSS Allowance (Deficited) for EPA												
766	Funding at 12-13 levels (deficited)												
767	NSS Allowances												
768	NSS Add-on												
769	NSS Add-on per ADA												
770	Funded ADA												
771	NSS Add-on												
772	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
773													
774													
775													
776	RATES 2026-27												
777													
778													
779													
780													
781													
782													
783													
784													
785													
786													
787													
788													
789													
790													
791													
792													
793													
794													
795													
796													
797													
798													
799													
800	NSS Add-on per ADA												
801	ADA & NSS FTE 2026-27												
802	DISTRICT NSS 1 NSS 2 NSS 3 NSS 4 NSS 5 NPS, CDS, & COE operated												
803	Third PY ADA (net of charter shift)												
804	2023-24 Grades TK-3												
805	Grades 4-6												
806	Grades 7-8												
807	Grades 9-12												
808	Third PRIOR YEAR ADA												
809	Third PY NUMBER OF FTE												
810	Second PY ADA (net of charter shift)												
811	2024-25 Grades TK-3												
812	Grades 4-6												
813	Grades 7-8												
814	Grades 9-12												
815	Second PRIOR YEAR ADA												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Aspire Lionel Wilson College Preparatory Academy (130666)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
816	Second PY NUMBER OF FTE												
817	PRIOR YEAR ADA (net of charter shift)												
818	2025-26	Grades TK-3		-	-	-	-	-	-	-	-	-	-
819		Grades 4-6		-	-	-	-	-	-	-	-	-	-
820		Grades 7-8		-	-	-	-	-	-	-	-	-	-
821		Grades 9-12		-	-	-	-	-	-	-	-	-	-
822		PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-
823	PRIOR YEAR NUMBER OF FTE												
824	THREE PRIOR YEAR AVERAGE (net of charter shift)												
825		Grades TK-3		-	-	-	-	-	-	-	-	-	-
826		Grades 4-6		-	-	-	-	-	-	-	-	-	-
827		Grades 7-8		-	-	-	-	-	-	-	-	-	-
828		Grades 9-12		-	-	-	-	-	-	-	-	-	-
829		3 PY AVERAGE ADA		-	-	-	-	-	-	-	-	-	-
830	3 PRIOR YEAR NUMBER OF FTE												
831	CURRENT YEAR ADA (before charter shift)												
832	2026-27	Grades TK-3		-	-	-	-	-	-	-	-	-	-
833		Grades 4-6		-	-	-	-	-	-	-	-	-	-
834		Grades 7-8		-	-	-	-	-	-	-	-	-	-
835		Grades 9-12		-	-	-	-	-	-	-	-	-	-
836		CURRENT YEAR ADA		-	-	-	-	-	-	-	-	-	-
837	CURRENT YEAR NUMBER OF FTE												
838	NSS FUNDING CALCULATIONS												
839	Eligibility as a NSS		NSS 1		NSS 2		NSS 3		NSS 4		NSS 5		
840	Type of NSS school		Eligible		Eligible		Eligible		Eligible		Eligible		
841	NSS Allowance if funded as NSS & on prior year		Not NSS		Not NSS		Not NSS		Not NSS		Not NSS		
842	NSS allowance level		-		-		-		-		-		
843	NSS Allowance using PY		-		-		-		-		-		
844	NSS Add-on using PY		-		-		-		-		-		
845	Total NSS Allowance using PY		-		-		-		-		-		
846	NSS Allowance if funded as NSS & on 3 PY average		-		-		-		-		-		
847	NSS allowance level		-		-		-		-		-		
848	NSS Allowance using 3 PY average		-		-		-		-		-		
849	NSS Add-on using 3 PY average		-		-		-		-		-		
850	Total NSS Allowance using 3 PY average		-		-		-		-		-		
851	NSS Allowance if funded as NSS & on current year		-		-		-		-		-		
852	NSS allowance level		-		-		-		-		-		
853	NSS Allowance using CY		-		-		-		-		-		
854	NSS Add-on using CY		-		-		-		-		-		
855	Total NSS Allowance using CY		-		-		-		-		-		
856	NSS allowance level >0?		NO		NO		NO		NO		NO		
857	NSS Allowance if funded as NSS is based on		Current Yr		Current Yr		Current Yr		Current Yr		Current Yr		
858	NSS Funding		-		-		-		-		-		
859	NSS ADA		Grades TK-3		-		-		-		-		
860			Grades 4-6		-		-		-		-		
861			Grades 7-8		-		-		-		-		
862			Grades 9-12		-		-		-		-		
863			Total		-		-		-		-		
864	NSS allowance Level		-		-		-		-		-		
865													
866													
867													

Aspire Lionel Wilson College Preparatory Academy (130666)

Charts and Graphs

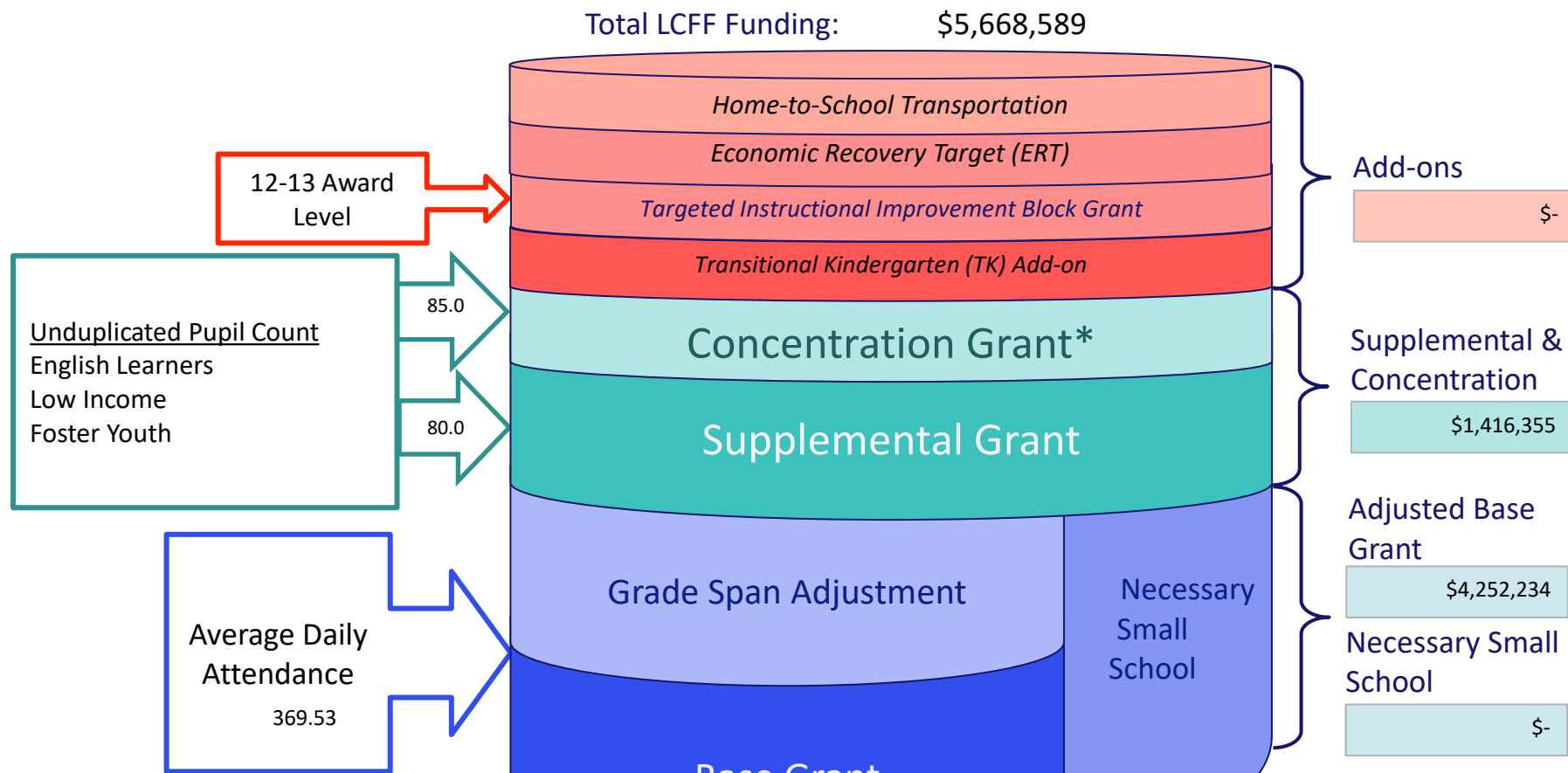
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2023-24		
Base Grant	\$ 4,183,186		369.53 ADA
Grade Span Adjustment	\$ 69,048		\$ 4,252,234 Adjusted Base Grant
Supplemental Grant	\$ 722,880	85.00%	
Concentration Grant	\$ 693,475	80.09%	\$ 1,416,355 Supplemental & Concentration
Allowance: Necessary Small School	\$ -		\$ - Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -		
Add-on: Home-to-School Transportation	\$ -		
Add-on: Small School District Bus Replacement Program	\$ -		\$ - Add-ons
Add-on Economic Recovery Target	\$ -		
Add-on: Transitional Kindergarten	\$ -		
Total	\$ 5,668,589		\$ 5,668,589



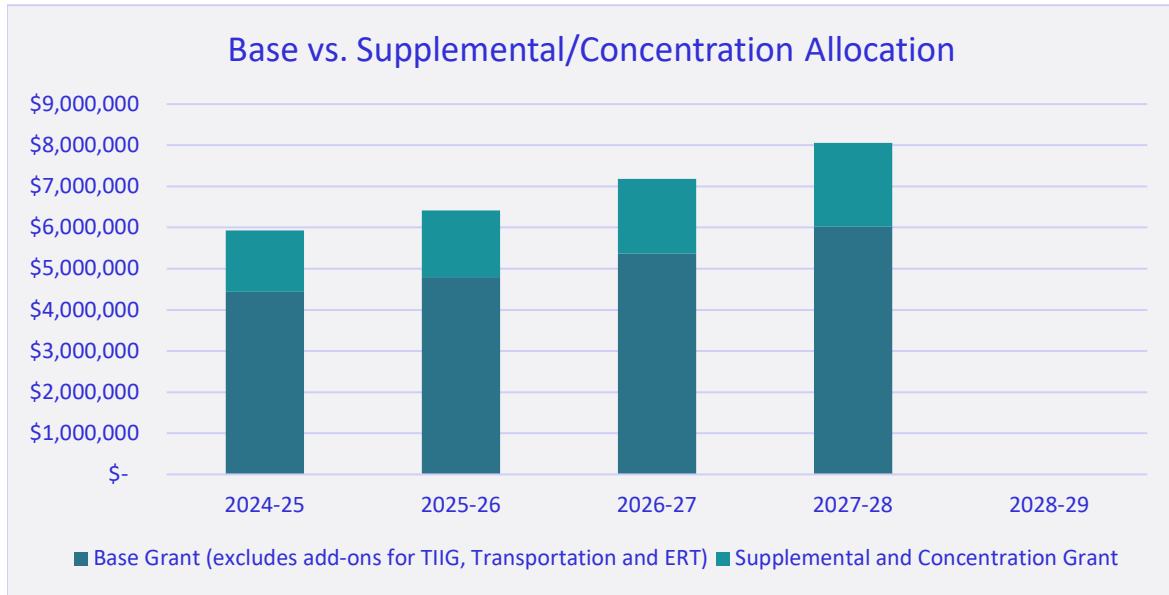
Aspire Lionel Wilson College Preparatory Academy (130666)

Charts and Graphs



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Minimum Proportionality Analysis					
	2024-25	2025-26	2026-27	2027-28	2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	\$ 4,435,555	\$ 4,796,302	\$ 5,372,174	\$ 6,023,871	\$ -
Supplemental and Concentration Grant	1,489,038	1,618,585	1,812,920	2,032,846	-
Total	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -

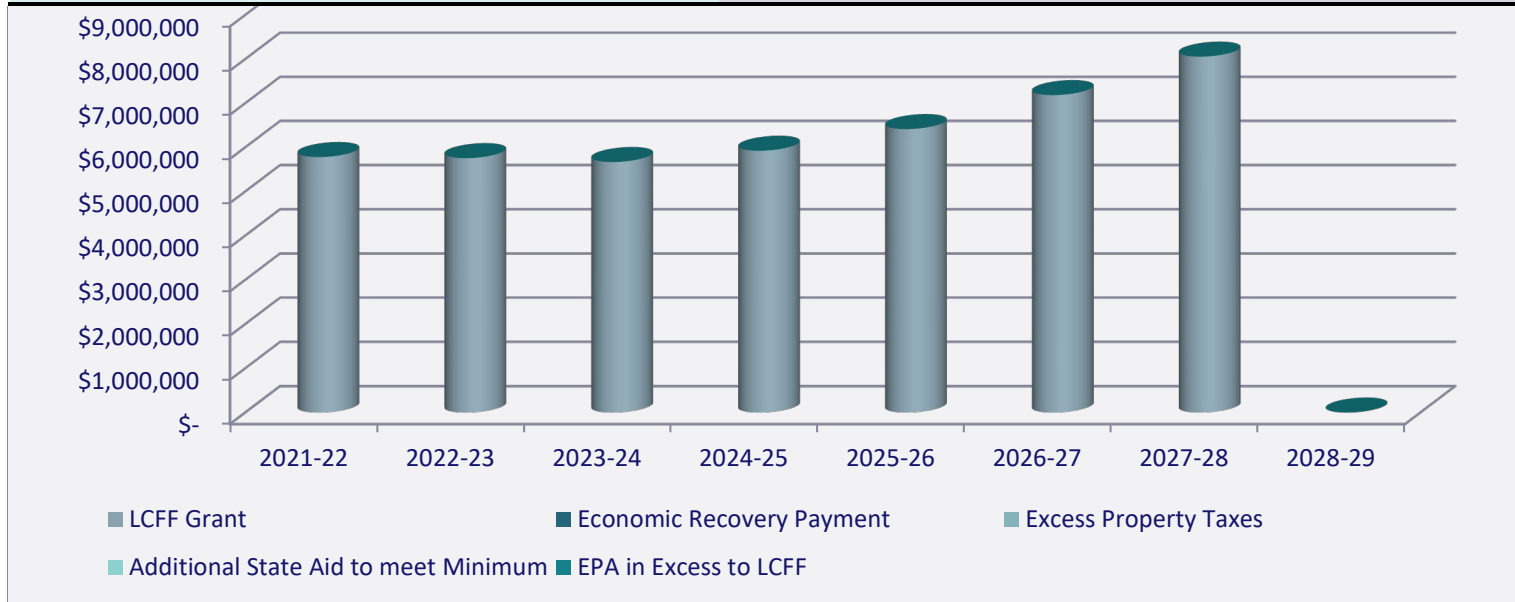


Funding Sources								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Grant	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -
Total General Purpose Funding	\$ 5,781,231	\$ 5,756,419	\$ 5,668,589	\$ 5,924,593	\$ 6,414,887	\$ 7,185,094	\$ 8,056,717	\$ -

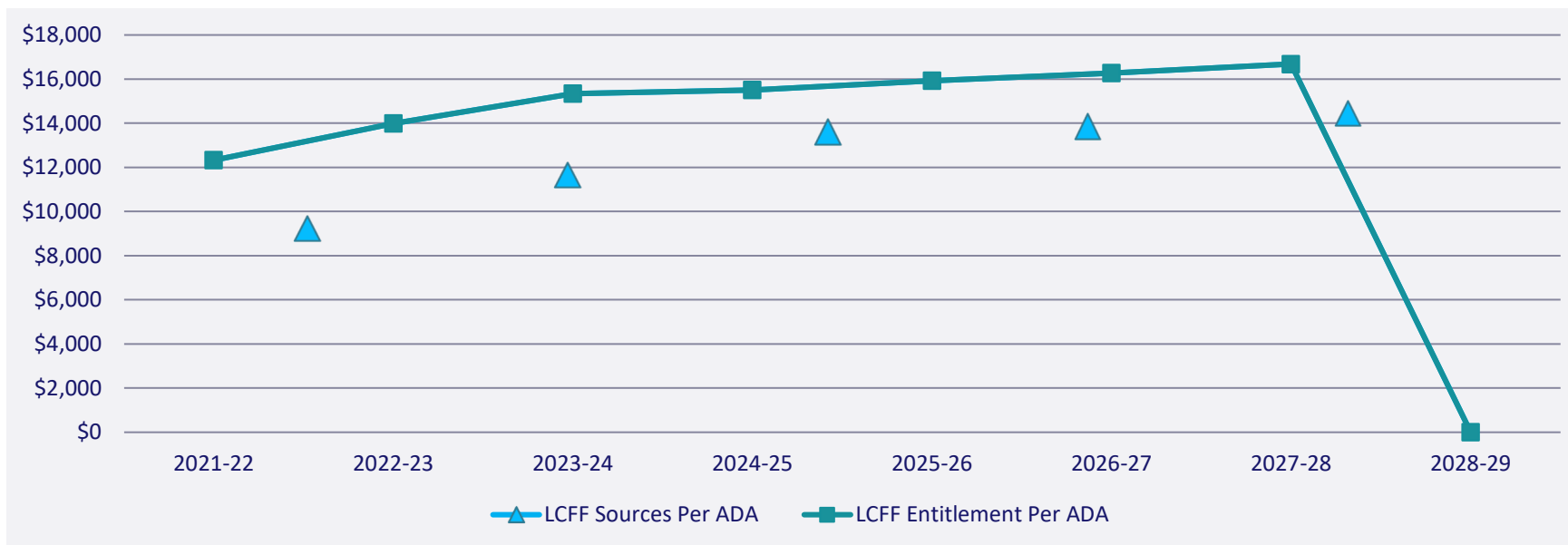
**LCFF Entitlement and Funding Sources
before COE Transfer, Choice and Charter Supplemental**

Aspire Lionel Wilson College Preparatory Academy (130666)

Charts and Graphs



LCFF Entitlement per ADA									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Funded ADA (LCFF & NSS)	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-	
LCFF Sources per ADA, including NSS	\$ 12,330.93	\$ 13,998.73	\$ 15,340.00	\$ 15,501.29	\$ 15,933.65	\$ 16,270.59	\$ 16,685.76	\$ -	
Net Dollar Change per ADA		\$ 1,667.81	\$ 1,341.26	\$ 161.29	\$ 432.36	\$ 336.94	\$ 415.16	\$ (16,685.76)	
Net Percent Change		13.53%	9.58%	1.05%	2.79%	2.11%	2.55%	-100.00%	
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 12,330.93	\$ 13,998.73	\$ 15,340.00	\$ 15,501.29	\$ 15,933.65	\$ 16,270.59	\$ 16,685.76	\$ -	
Net Change per ADA		\$ 1,667.81	\$ 1,341.26	\$ 161.29	\$ 432.36	\$ 336.94	\$ 415.16	\$ (16,685.76)	
Net Percent Change		13.53%	9.58%	1.05%	2.79%	2.11%	2.55%	-100.00%	

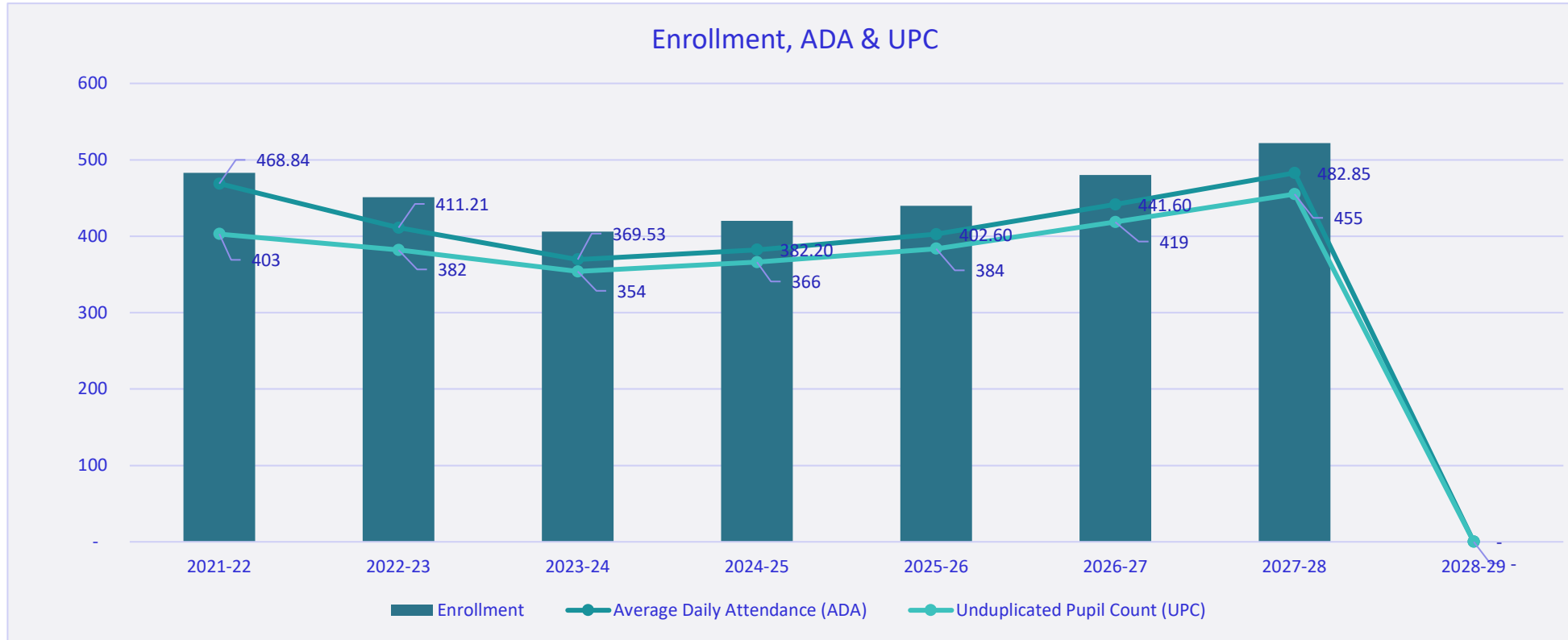


Student Summary, excluding COE								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	483	451	406	420	440	480	522	-

Aspire Lionel Wilson College Preparatory Academy (130666)

Charts and Graphs

Unduplicated Pupil Count (UPC)	403	382	354	366	384	419	455	-
Average Daily Attendance (ADA)	468.84	411.21	369.53	382.20	402.60	441.60	482.85	-



**Appendix IV: Board Resolution Approving Submission of Charter Renewal
Petition**

ASPIRE PUBLIC SCHOOLS

**RESOLUTION APPROVING SUBMISSION OF
ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY CHARTER
RENEWAL PETITION
TO OAKLAND UNIFIED SCHOOL DISTRICT**

June 20, 2024

The meeting of the Board of Directors of Aspire Public Schools (“Aspire”) was called to order on June 20th, 2024 pursuant to notice and a quorum was present for the transaction of business.

WHEREAS, Aspire wants to continue to serve the Aspire Lionel Wilson College Preparatory Academy community in the Oakland Unified School District;

WHEREAS, Javier Cabra is the Executive Director for Aspire in the Bay Area;

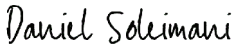
WHEREAS, Thomas Gonzalez is the Principal of Aspire Lionel Wilson College Preparatory Academy; and

WHEREAS, Jennifer Mendoza is the Business Manager of Aspire Lionel Wilson College Preparatory Academy.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Aspire Public Schools that Javier Cabra is authorized to act as the Lead Petitioner to officially submit the charter renewal petition to Oakland Unified School District with Thomas Gonzalez as Principal and school administrator of Aspire Lionel Wilson College Preparatory Academy, and Jennifer Mendoza as the on-site financial manager and person responsible for handling checks/cash on-site.

I, Daniel Soleimani, hereby certify that I am the current and duly empowered Secretary of Aspire Public Schools, that the foregoing Resolution was duly adopted by the Board of Directors of Aspire Public Schools at the meeting held June 20th, 2024 that the Resolution is in full force and effect, that the same has not been modified or rescinded, and that it is not contrary to any provision of the Articles of Incorporation or the Bylaws of Aspire.

Executed this 20th day of June 2024 at Stockton, California.

DocuSigned by:

E25BD09FA1CA484...
Daniel Soleimani, Board Secretary

Appendix V: Comparison School Group Calculations

APPENDIX V- Comparison School Group Calculations

Assessment / Data	Aspire Lionel Wilson (6-12)	Local Trad'l School Avg (6-12)	Elmhurst United Middle	Frick United Academy of Language Middle	Coliseum College Prep Academy	Madison Park Academy 6-12	Castlemont High School	Fremont High
Grade Span	6-12		6-8	6-8	6-12	6-12	9-12	9-12
2023 ELA CAASPP DFS								
Overall	-40.9	-132.3	-96.1	-150.3	-63.9	-83.4	-222.7	-177.1
SED	-44.9	-133.4	-96.3	-152.2	-65.4	-85.8	-224.7	-176.2
English Learner	-89.9	-147.1	-108.3	-166.5	-80.5	-110.5	-227.8	-189.0
Current English Learners	-127.3	-176.0	-147.4	-185.6	-112.6	-167.1	-233.2	-210.3
RFEP	-43.6	-46.7	-39.0	-77.5	-4.2	-32.8	*	-79.8
English Only	-59.4	-141.3	-106.2	-127.7	-83.3	-102.7	-224.5	-203.2
SWD	-142.3	-197.4	-184.5	-182.7	-112.9	-180.2	-262.5	-261.7
Hispanic/Latino	-40.4	-129.7	-90.5	-155.0	-60.5	-80.5	-225.6	-166.0
African American	*	-127.2	-10.9	-135.5	-98.4	-111.3	-211.9	-195.0
2022 ELA CAASPP DFS								
Overall	-40.8	-119.9	-85.2	-143.4	-62.8	-74.2	-207.5	-146.5
SED	-40.2	-120.7	-85.9	-147.2	-63.8	-75.2	-204.1	-147.8
English Learner	-84.8	-142.0	-100.5	-158.3	-77.6	-104.7	-225.8	-184.8
Current English Learners	-120.3	-159.0	-125.7	-175.9	-106.5	-126.9	-226.7	-192.0
RFEP	-48.6	-36.4	-38.5	-63.1	0.3	-44.2	*	
English Only	-63.7	-125.1	-85.9	-131.4	-102.6	-93.6	-192.1	-144.9
SWD	-126.9	-170.9	-147.1	-167.4	-129.5	-148.7	-213.0	-219.5
Hispanic/Latino	-40.0	-118.9	-82.6	-150.4	-55.2	-71.3	-211.0	-143.1
African American	*	-131.8	-103.2	-133.1	-114.2	-88.2	-194.7	-157.1
2023 Math CAASPP DFS								
Overall	-120.2	-196.3	-150.4	-198.6	-132.6	-163.9	-280.5	-251.7
SED	-118.9	-197.0	-150.6	-199.7	-135.1	-165.8	-280.9	-249.9
English Learner	-157.9	-205.6	-158.5	-207.3	-147.9	-175.9	-282.4	-261.8
Current English Learners	-175.9	-227.7	-192.9	-225.1	-173.5	-215.3	-284.4	-274.7
RFEP	-136.1	-124.8	-93.4	-124.5	-87.4	-122.9	*	-195.7
English Only	-137.5	-204.7	-165.5	-188.6	-138.5	-187.9	-285.6	-262.3
SWD	-184.5	-248.3	-226.3	-240.6	-172.3	-222.6	-314.3	-313.7
Hispanic/Latino	-120.5	-192.4	-143.5	-200.7	-130.1	-153.9	-279.5	-246.9
African American	*	-214.0	-172.9	-193.7	-156.4	-205.5	-293.3	-262.3
2022 Math CAASPP DFS								
Overall	-131.4	-184.5	-141.8	-183.4	-136.3	-194.4	-220.5	-230.8
SED	-130.6	-177.9	-142.3	-186.7	-138.2	-149.5	-219	-231.9
English Learner	-161.0	-188.9	-154.8	-197.2	-145.2	-160.9	-231.2	-244.2
Current English Learners	-183.1	-202.8	-177.0	-209.0	-165.3	-187.2	-231.3	-247.1
RFEP	-137.8	-103.9	-101.2	-133.9	-91.3	-89.2	*	
English Only	-158.5	-184.2	-139.6	-170.9	-168.7	-173.2	-215.6	-237.4
SWD	-193.2	-214.3	-186.0	-219.4		-207.9	-210.5	-247.8
Hispanic/Latino	-130.7	-179.8	-140.5	-190.4	-127.9	-144.6	-219.9	-255.7
African American	*	-192.1	-150.7	-177.8	-188.3	-173.8	-217.8	-244.2
2019 ELA CAASPP DFS								
Overall	-30	-95.6	-82.0	-121.1	-39.7	-72.3	-149.6	-108.8
SED	-31	-95.8	-82.0	-121.4	-40.2	-73.9	-150.5	-106.8
English Learner	-71.5	-116.0	-90.6	-141.5	-61.9	-93.8	-157.0	-151.0
Current English Learners	-116.1	-144.9	-124.4	-176.4	-111.3	-137.5	-162.5	-157.1
RFEP	-41.1	-39.8	-44.5	-51.5	-18.3	-44.9	*	
English Only	-94.3	-95.8	-87.5	-118.7	-45.6	-83.9	-167.1	-71.8
SWD	-122.9	-152.1	-138.8	-176.3	-129.8	-145.6	-136.4	-185.7
Hispanic/Latino	-26.3	-94.6	-76.3	-122.1	-40.2	-69.9	-142.3	-116.8
African American	-106.3	-115.4	-89.2	-122.0		-80.4	-170.0	
2019 Math CAASPP DFS								

Overall	-76.5	-157.9	-122.6	-165.1	-89.3	-136.6	-229.7	-204.1
SED	-77.7	-158.1	-124.3	-164.2	-89.1	-137.2	-230.9	-203.0
English Learner	-113.6	-170.2	-124.5	-183.9	-100.2	-146.5	-235.8	-230.4
Current English Learners	-161.2	-198.3	-161.9	-218.2	-138.1	-195.2	-239.6	-236.5
RFEP	-81.1	-82.9	-74.0	-94.2	-66.9	-96.4	*	
English Only	-164.7	-168.4	-141.3	-163.8	-125.2	-162.5	-234.6	-183.2
SWD	-162.7	-211.0	-188.8	-231.0	-166.3	-226.2	-197.6	-256.2
Hispanic/Latino	-71.6	-155.9	-113.7	-167.7	-84.7	-131.9	-227.3	-210.1
African American	-162.6	-178.3	-143.9	-164.6		-161.5	-233.8	-187.5
2018 ELA CAASPP DFS								
Overall	-27.6	-110.1	-81.3	-126.8	-29.2	-85.6	-191.3	-146.2
2018 Math CAASPP DFS								
Overall	-53.5	-155.5	-128.2	-162.9	-78.4	-118.3	-234.4	-210.7
2017 ELA CAASPP DFS								
Overall	-41.7	-96.9	-73.9	-124.3	-46.4	-66.4	-168.2	-102.4
2017 Math CAASPP DFS								
Overall	-80.9	-149.4	-129.7	-169.8	-93.9	-92.8	-215.4	-194.6
2022-2023 ELA Change in DFS								
Overall Change	-0.1	-11.1	-10.9	-7.0	-1.1	-9.2	-15.2	-23.4
2022-2023 Math Change in DFS								
Overall Change	11.2	-9.0	-8.6	-15.1	3.7	30.5	-60.0	-4.6
2017-19 ELA Change in DFS								
Overall Change	11.7	1.4	-8.1	3.2	6.7	-5.9	18.6	-6.4
2017-19 Math Change in DFS								
Overall Change	4.4	-8.5	7.1	4.7	4.6	-43.8	-14.3	-9.5
2017-22 ELA Change in DFS								
Overall Change	0.9	-23.0	-11.3	-19.1	-16.4	-7.8	-39.3	-44.1
2017-22 Math Change in DFS								
Overall Change	-50.5	-35.2	-12.1	-13.6	-42.4	-101.6	-5.1	-36.2
2017-23 ELA Change in DFS								
Overall Change	0.8	-35.3	-22.2	-26.0	-17.5	-17.0	-54.5	-74.7
2017-23 Math Change in DFS								
Overall Change	-39.3	-46.9	-20.7	-28.8	-38.7	-71.1	-65.1	-57.1
2023 ELA % Met/Exceeded (6th - 8th)								
Overall	21.14%	14.92%	15.86%	3.74%	21.61%	18.48%		
2023 ELA % Met/Exceeded (11th)								
Overall	68.26%	21.37%			25.55%	41.17%	3.19%	15.56%
SED	68.75%	26.21%			46.78%	39.02%	3.45%	15.60%
English Learner	41.67%	2.61%			6.67%	0.00%	0.00%	3.75%
RFEP	77.08%	40.52%			70.59%	52.27%	8.33%	30.90%
SWD	*	5.13%			15.38%		0.00%	0.00%
Hispanic/Latino	67.75%	27.31%			55.10%	37.15%	2.04%	14.96%
African American	*	28.28%			25.00%	63.63%	5.72%	18.76%
2023 ELA % Met/Exceeded (All Grades)								
Overall	33.61%	14.72%	15.86%	3.74%	25.55%	24.39%	3.19%	15.56%
SED	33.67%	14.40%	16.09%	3.02%	24.87%	23.34%	3.45%	15.60%
English Learner	8.62%	2.20%	3.65%	0.00%	3.39%	2.42%	0.00%	3.75%
RFEP	43.87%	32.30%	41.82%	9.09%	56.17%	47.46%	8.33%	30.90%
SWD	2.94%	3.03%	2.25%	1.96%	9.86%	4.08%	0.00%	0.00%
Hispanic/Latino	33.62%	14.99%	18.25%	3.34%	26.42%	24.90%	2.04%	14.96%
African American		13.20%	6.71%	5.00%	15.00%	28.00%	5.72%	18.76%
2022 ELA % Met/Exceeded (6th - 8th)								
Overall	22.79%	15.42%	18.97%	5.26%	20.40%	17.06%		
2022 ELA % Met/Exceeded (11th)								
Overall	50.00%	0.3			54.09%	46.66%	11.86%	12.24%
SED	47.69%	0.3			54.39%	47.67%	12.86%	11.46%

English Learner	7.69%	0.1			25.00%	6.45%	4.88%	0.97%
RFEP	59.32%	0.6			70.00%	72.34%		35.55%
SWD	*	0.1			15.38%		0.00%	0.00%
Hispanic/Latino	50.00%	0.3			59.25%	44.16%	11.54%	13.29%
African American	*	0.1			*		15.79%	12.50%
2023 Math % Met/Exceeded (6th - 8th)								
Overall	8.00%	4.00%	4.77%	1.18%	7.18%	2.88%		
2023 Math % Met/Exceeded (11th)								
Overall	9.52%	5.50%			7.77%	11.50%	1.12%	1.60%
SED	10.42%	6.09%			11.29%	10.71%	1.22%	1.12%
English Learner	0.00%	0.00%			0.00%	0.00%	0.00%	0.00%
RFEP	12.50%	8.70%			17.65%	13.64%	0.00%	3.51%
SWD	*	0.00%			0.00%		0.00%	0.00%
Hispanic/Latino	9.68%	7.13%			12.24%	12.68%	2.13%	1.48%
African American	*	2.89%			8.33%	0.00%	0.00%	3.23%
2023 Math % Met/Exceeded (All Grades)								
Overall	8.40%	3.60%	4.77%	1.18%	7.77%	5.16%	1.12%	1.60%
SED	9.05%	3.35%	4.65%	0.97%	7.44%	4.69%	1.22%	1.12%
English Learner	0.00%	0.09%	0.00%	0.52%	0.00%	0.00%	0.00%	0.00%
RFEP	12.18%	8.48%	15.85%	6.06%	17.01%	8.47%	0.00%	3.51%
SWD	0.00%	0.47%	0.00%	0.00%	2.82%	0.00%	0.00%	0.00%
Hispanic/Latino	8.59%	4.01%	5.38%	1.77%	7.21%	6.07%	2.13%	1.48%
African American		2.08%	0.68%	0.00%	6.67%	1.92%	0.00%	3.23%
2022 Math % Met/Exceeded (6th - 8th)								
Overall	9.19%	4.49%	5.53%	1.35%	7.22%	3.86%		
2022 Math % Met/Exceeded (11th)								
Overall	8.11%	5.68%			11.48%	9.09%	1.61%	0.53%
SED	9.23%	5.59%			10.53%	9.52%	1.75%	0.54%
English Learner	0.00%	2.08%			8.33%	0.00%	0.00%	0.00%
RFEP	10.17%	10.81%			15.00%	15.22%		2.22%
SWD	*	3.85%			7.69%			0.00%
Hispanic/Latino	8.33%	23.92%			12.96%	9.33%	2.38%	0.71
African American	*	0.00%			*		0.00%	0.00%
2019 ELA % Met/Exceeded (6th - 8th)								
Overall	23.01%	21.98%	15.86%	11.54%	37.50%	23.01%		
2019 ELA % Met/Exceeded (11th)								
Overall	63.80%	0.2			32.81%	24.46%	9.39%	17.61%
SED	65.31%	0.2			33.89%	25.00%	10.29%	17.00%
English Learner	23.08%	0.0			0.00%	0.00%	3.13%	3.16%
RFEP	76.19%	0.4			46.34%	31.75%	31.04%	55.56%
SWD	*	0.0			*		7.14%	0.00%
Hispanic/Latino	64.28%	0.2			35.85%	24.71%	11.58%	15.04%
African American	*	0.1			*		4.53%	23.08%
2019 Math % Met/Exceeded (6th - 8th)								
Overall	11.74%	10.68%	8.47%	4.52%	18.00%	11.74%		
2019 Math % Met/Exceeded (11th)								
Overall	54.10%	5.75%			17.19%	3.33%	0.00%	2.47%
SED	53.85%	5.59%			16.94%	3.41%	0.00%	2.00%
English Learner	7.69%	0.00%			0.00%	0.00%	0.00%	0.00%
RFEP	71.11%	9.12%			24.39%	4.69%	0.00%	7.41%
SWD	*	0.00%			*		0.00%	0.00%
Hispanic/Latino	55.93%	5.61%			16.98%	3.70%	0.00%	1.75%
African American	*	3.57%			*		0.00%	7.14%
2018 ELA % Met/Exceeded (6th - 8th)								
Overall	29.12%	18.62%	15.16%	9.17%	31.68%	18.46%		
2018 ELA % Met/Exceeded (11th)								
Overall	64.16%	21.53%			52.38%	23.41%	2.38%	7.94%

2018 Math % Met/Exceeded (6th - 8th)								
Overall	31.25%	0.2	8.34%	4.94%	21.29%	19.61%		
2018 Math % Met/Exceeded (11th)								
Overall	54.71%	0.1			26.98%	10.31%	0.00%	0.66%
2017 ELA % Met/Exceeded (6th - 8th)								
Overall	30.00%	0.2	18.31%	8.52%	26.12%	33.04%		
2017 ELA % Met/Exceeded (11th)								
Overall	70.59%	0.3			42.42%	43.04%	1.25%	15.49%
2017 Math % Met/Exceeded (6th - 8th)								
Overall	11.11%	0.2	5.04%	3.47%	37.31%	21.93%		
2017 Math % Met/Exceeded (11th)								
Overall	53.84%	0.1			22.73%	15.19%	1.14%	2.78%
CAST (8th)								
2022-23	7.69%	12.84%	28.76%	1.98%	14.15%	6.45%		
2021-22	11.67%	10.04%	29.02%	0.85%	3.39%	6.90%		
2020-21		27.02%	27.02%					
2018-19	4.55%	16.44%	30.84%	3.19%	19.12%	12.61%		
CAST (11th)								
2022-23	39.69%	9.31%			15.63%	14.29%	2.90%	4.40%
English Learner Progress Indicator								
2022-2023	63.4%	34.95%	51.4%	24.8%	48.5%	40.8%	11.8%	32.4%
English Learner Count	101	272.0	296	153	262	206	221	494
2021-22	36.0%	42.45%	47.6%	15.9%	34.6%	73.4%	42.3%	40.9%
English Learner Count	86	126.3	143	63	104	143	26	279
2018-19	29.0%	0.4	46.6%	45.6%	36.0%	40.9%	28.8%	31.9%
English Learner Count	93	159.8	103	57	114	186	198	301
Graduates Meeting UC/CSU Requirements								
2022-23	84.3%	54.43%			89.5%	31.7%	32.8%	63.7%
2021-22	63.2%	54.68%			88.5%	43.9%	33.0%	53.3%
2020-21	65.50%	60.05%			80.3%	73.4%	34.6%	51.9%
2019-20	100.00%	69.38%			96.70%	71.70%	43.30%	65.80%
2018-19	91.7%	38.50%			0.0%	69.5%	31.1%	53.4%
2017-18	97.3%	56.30%			77.80%	70.30%	37.60%	39.50%
2016-17	100.0%	53.65%			84.60%	67.30%	35.90%	26.80%
College Career Indicator (CCI)								
2023	38.9%	46.55%			80.3%	61.7%	11.3%	32.9%
2023 Level	Medium	#DIV/0!			Very High	High	Low	Low
2019	75.9%	49.00%			87.7%	57.8%	16.2%	34.3%
2018	67.3%	60.70%			95.4%	51.4%		35.3%
Dashboard Graduation Rate (Sum of 4 and 5-Year)								
2022-23	97.2%	79.83%			93.4%	87.2%	61.5%	77.2%
2021-22	90.6%	75.48%			83.8%	97.6%	51.5%	69.0%
2021-22 Dashboard Level	High				Medium	Very High	Very Low	Medium
2018-19	92.6%	0.7			89.2%	91.1%	57.0%	61.1%
2017-18	75.5%	0.8			96.9%	91.4%	69.9%	56.7%
2016-17	94.4%	0.7			87.5%		68.1%	50.3%
Dataquest Graduation Rate								
2022-23	97.20%	0.8			93.40%	87.20%	61.30%	76.00%
2021-22	90.50%	0.7			83.60%	97.60%	49.60%	68.70%
2020-21	89.20%	0.8			95.30%	94.00%	45.40%	71.90%
2019-20	93.10%	0.8			98.40%	97.90%	56.00%	65.20%
2018-19	92.30%	0.7			89.10%	91.10%	56.40%	58.60%
2017-18	75.50%	0.7				91.40%	69.90%	56.70%
2016-17	81.50%	0.8			91.20%	90.70%	64.80%	60.30%
Chronic Absenteeism								
2022-23	23.7%	69.95%	73.4%	76.2%	59.7%	70.5%		n/a

2021-22	18.6%	59.25%	59.1%	74.4%	56.4%	47.1%	n/a	
2021-22 Dashboard Level	High		Very High	Very High	Very High	Very High	n/a	
2018-19	3.0%	0.3	35.8%	38.6%	25.8%	9.6%	n/a	
2017-18	6.9%	0.1	14.5%	12.5%	11.1%	8.9%	n/a	
Suspension Rates								
2022-23	4.0%	10.50%	15.7%	12.5%	5.0%	10.2%	10.9%	8.7%
2021-22	7.8%	10.00%	14.4%	15.8%	3.4%	11.3%	7.0%	8.1%
2021-22 Dashboard Level	High		Very High	Very High	Medium	Very High	High	High
2018-19	15.4%	8.83%	9.3%	13.8%	3.2%	14.5%	4.4%	7.8%
2017-18	7.1%	8.47%	9.2%	10.8%	2.9%	10.3%	7.5%	10.1%
2016-17	5.5%	9.63%	14.0%	11.3%	2.7%	8.8%	5.5%	15.5%

Appendix VI: 6th-8th grade CAASPP Met/Exceeded Calculations for Span Schools

APPENDIX VI- 6-8th Grade CAASPP Met/Exceeded Calculations for Span Schools

		Number of Tested 6th Graders	6th % At or Above		# of 6th at or above		7th % At or Above		# of 7th at or above		8th % At or Above		# of 8th at or above		Total MS At or Above		% At or Above		2023 Test	
			As a percent		7th #	As a percent		8th #	As a percent		As a percent		Total MS	Total MS						
2023	Test																			
CCPA	ELA	119	17.65	17.65%	21.0035	116	25.86	25.86%	29.9976	113	21.43	21.43%	24.2159	75.217	348	21.61%	CCPA	ELA	2023	
LWP	ELA	58	18.97	18.97%	11.0026	52	17.31	17.31%	9.0012	65	26.15	26.15%	16.9975	37.0013	175	21.14%	LWP	ELA	2023	
MadPark	ELA	78	23.08	23.08%	18.0024	73	14.08	14.08%	10.2784	95	18.09	18.09%	17.1855	45.4663	246	18.48%	MadPark	ELA	2023	
OUSD	ELA	2077	27.55	27.55%	572.2135	2041	32.46	32.46%	662.5086	1997	33.4	33.40%	666.998	1901.7201	6115	31.10%	OUSD	ELA	2023	
Alameda	ELA	15161	53.42	53.42%	8099.0062	15106	56.43	56.43%	8524.3158	14999	54.99	54.99%	8247.9501	24871.2721	45266	54.94%	Alameda	ELA	2023	
CCPA	Math	119	4.2	4.20%	4.998	116	6.9	6.90%	8.004	113	10.62	10.62%	12.0006	25.0026	348	7.18%	CCPA	Math	2023	
LWP	Math	59	8.47	8.47%	4.9973	52	7.69	7.69%	3.9988	64	7.81	7.81%	4.9984	13.9945	175	8.00%	LWP	Math	2023	
MadPark	Math	80	1.27	1.27%	1.016	72	2.82	2.82%	2.0304	94	4.3	4.30%	4.042	7.0884	246	2.88%	MadPark	Math	2023	
OUSD	Math	2071	19.03	19.03%	394.1113	2066	21.12	21.12%	436.3392	2016	20.47	20.47%	412.6752	1243.1257	6153	20.20%	OUSD	Math	2023	
Alameda	Math	15186	43.58	43.58%	6618.0588	15158	44.89	44.89%	6804.4262	15054	42.51	42.51%	6399.4554	19821.9404	45398	43.66%	Alameda	Math	2023	
2022	Test																			
CCPA	ELA	113	16.81	16.81%	18.9953	116	31.9	31.90%	37.004	119	12.61	12.61%	15.0059	71.0052	348	20.40%	CCPA	ELA	2022	
CCPA	Math	112	5.41	5.41%	6.0592	116	13.79	13.79%	15.9964	119	2.52	2.52%	2.9988	25.0544	347	7.22%	CCPA	Math	2022	
LWP	ELA	57	16.07	16.07%	9.1599	66	21.21	21.21%	13.9986	62	30.65	30.65%	19.003	42.1615	185	22.79%	LWP	ELA	2022	
LWP	Math	58	8.77	8.77%	5.0866	66	10.61	10.61%	7.0026	62	8.06	8.06%	4.9972	17.0864	186	9.19%	LWP	Math	2022	
MadPark	ELA	70	14.29	14.29%	10.003	103	10.68	10.68%	11.0004	85	27.06	27.06%	23.001	44.0044	258	17.06%	MadPark	ELA	2022	
MadPark	Math	71	2.82	2.82%	2.0022	103	4.85	4.85%	4.9955	85	3.53	3.53%	3.0005	9.9982	259	3.86%	MadPark	Math	2022	
OUSD	ELA	2038	29.01	29.01%	591.2238	2064	36.19	36.19%	746.9616	2029	31.24	31.24%	633.8596	1972.045	6131	32.17%	OUSD	ELA	2022	
OUSD	Math	2076	20.4	20.40%	423.504	2085	24.78	24.78%	516.663	2058	18.75	18.75%	385.875	1326.042	6219	21.32%	OUSD	Math	2022	
Alameda	ELA	15166	53.3	53.30%	8083.478	15139	58.37	58.37%	8836.6343	15446	55.58	55.58%	8584.8868	25504.9991	45751	55.75%	Alameda	ELA	2022	
Alameda	Math	15224	42.35	42.35%	6447.364	15149	44.69	44.69%	6770.0881	15484	41.35	41.35%	6402.634	19620.0861	45857	42.79%	Alameda	Math	2022	
2019	Test																			
CCPA	ELA	68	32.35	32.35%	21.998	65	46.15	46.15%	29.9975	67	34.33	34.33%	23.0011	74.9966	200	37.50%	CCPA	ELA	2019	
CCPA	Math	68	13.24	13.24%	9.0032	65	23.08	23.08%	15.002	67	17.91	17.91%	11.9997	36.0049	200	18.00%	CCPA	Math	2019	
LWP	ELA	95	18.95	18.95%	18.0025	106	30.48	30.48%	32.3088	109	19.27	19.27%	21.0043	71.3156	310	23.01%	LWP	ELA	2019	
LWP	Math	93	13.04	13.04%	12.1272	102	13.73	13.73%	14.0046	105	8.65	8.65%	9.0825	35.2143	300	11.74%	LWP	Math	2019	
MadPark	ELA	95	18.95	18.95%	18.0025	106	30.48	30.48%	32.3088	109	19.27	19.27%	21.0043	71.3156	310	23.01%	MadPark	ELA	2019	
MadPark	Math	93	13.04	13.04%	12.1272	102	13.73	13.73%	14.0046	105	8.65	8.65%	9.0825	35.2143	300	11.74%	MadPark	Math	2019	
2018	Test																			
CCPA	ELA	68	32.35	32.35%	21.998	66	50	50.00%	33	68	13.24	13.24%	9.0032	64.0012	202	31.68%	CCPA	ELA	2018	
CCPA	Math	68	17.65	17.65%	12.002	66	22.73	22.73%	15.0018	68	23.53	23.53%	16.0004	43.0042	202	21.29%	CCPA	Math	2018	
LWP	ELA	82	15.85	15.85%	12.997	91	40.66	40.66%	37.0006	65	29.69	29.69%	19.2985	69.2961	238	29.12%	LWP	ELA	2018	
LWP	Math	82	15.85	15.85%	12.997	93	34.41	34.41%	32.0013	65	46.15	46.15%	29.9975	74.9958	240	31.25%	LWP	Math	2018	
MadPark	ELA	121	13.33	13.33%	16.1293	122	25.83	25.83%	31.5126	109	15.89	15.89%	17.3201	64.962	352	18.46%	MadPark	ELA	2018	
MadPark	Math	122	22.95	22.95%	27.999	113	14.16	14.16%	16.0008	115	21.43	21.43%	24.6445	68.6443	350	19.61%	MadPark	Math	2018	
2017	Test																			
CCPA	ELA	51	29.41	29.41%	14.9991	45	15.56	15.56%	7.002	38	34.21	34.21%	12.9998	35.0009	134	26.12%	CCPA	ELA	2017	
CCPA	Math	51	52.94	52.94%	26.9994	45	24.44	24.44%	10.998	38	31.58	31.58%	12.0004	49.9978	134	37.31%	CCPA	Math	2017	
LWP	ELA	64	10.94	10.94%	7.0016	64	50	50.00%	32	62	29.03	29.03%	17.9986	57.0002	190	30.00%	LWP	ELA	2017	
LWP	Math	63	1.59	1.59%	1.0017	64	25	25.00%	16	62	6.45	6.45%	3.999	21.0007	189	11.11%	LWP	Math	2017	
MadPark	ELA	95	24.21	24.21%	22.9995	65	26.15	26.15%	16.9975	67	52.24	52.24%	35.0008	74.9978	227	33.04%	MadPark	ELA	2017	
MadPark	Math	96	20.83	20.83%	19.9968	65	23.08	23.08%	15.002	67	22.39	22.39%	15.0013	50.0001	228	21.93%	MadPark	Math	2017	

Appendix VII: SELPA Agreement



AGREEMENT FOR PARTICIPATION
EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and Aspire Lionel Wilson College Preparatory Academy (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 28 day of January, 2021.

In accordance with SELPA policy, Aspire Lionel Wilson College Preparatory Academy,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

2/16/2021

Date

Signature of CEO of Charter LEA

Mala Batra, CEO

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Feb 25, 2021

Date

Ed Manansala
Edward Manansala (Feb 25, 2021 15:31 PST)

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Feb 25, 2021

Date

Ginlese Quann
Ginlese Quann (Feb 25, 2021 13:53 PST)

Ginlese Quann, ~~Executive Director~~ Interim Executive Director
SELPA Programs
El Dorado County Office of Education









Aspire Lionel Wilson College Preparatory Academy - Participation Agreement 2021-22

Final Audit Report

2021-02-25

Created:	2021-02-25
By:	Jill David (j david@edcoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAapzfvDpU36P5LMJJdY1huMzmHr5cP9j-

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Appendix VIII: Sample School Calendar



Aspire Lionel Wilson College Preparatory

2024-2025 Family Calendar

July 2024						
S	M	T	W	Th	F	S
23	24	25	26	27	28	29
30	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 2024						
S	M	T	W	Th	F	S
				1	2	3
4		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

September 2024						
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					

October 2024						
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		

November 2024						
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

December 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Closure Dates
September 2: Labor Day
September 13: Staff Development
September 30 to October 4: Fall Break
October 7: Staff Development
October 14: Indigenous Peoples' Day
November 11: Veterans Day
November 25 to 29: Harvest Break
December 23 to January 10: Winter Break
January 13: Staff Development
January 20: Rev Dr MLK Jr Day
February 17: President's Day
March 7: Staff Development
March 24 to 31: Spring Break
April 1: Staff Development
May 26: Memorial Day

Intersession
Our school offers a limited intersession/camp for students during the longer breaks. If your family would benefit from this program, please reach out to the Afterschool Director for more information.

Important Contacts
Principal Tommy.Gonzalez@aspirepublicschools.org
Asst Principal Ta'Nyka Avington
Dean of Students Angela Davis
Business Manager Jennifer Mendoza
Afterschool Director Andy Cruz Magana
Community Engagement Emily Sprague

School Office Hours and Contact
Monday through Friday 7:30 am to 4:30 pm 510-635-7737 400 105th Ave Oakland, Ca 94603

Bell Schedule	
Key	Arrival and Dismissal
Full Day	Middle School 8:30 to 3:05 High School 8:30 to 4:00
Planning Days	Middle School 8:30 to 2:30 High School 8:30 to 3:20
Min Days	Middle School 8:30 to 1:00 High School 8:30 to 1:15

Important Attendance Information
Attendance alerts are delivered via ParentSquare midmorning. Simply reply to those alerts to excuse your child's absence. Absences may be excused for the following reasons: illness, medical appointments, court or social services appointments.
We know that important learning happens during travel and family gatherings, we encourage families to plan for these during our school breaks and avoid students missing school instruction.

Free Breakfast Served Daily to all students.
Time: 8:10 to 8:30



Apple



Google

Our school uses PowerSchool for attendance, student grades, and first day forms. Use this QR code to download the app!
District Code: TFSJ



Our school uses ParentSquare for all whole school announcements and communication. Use this QR code to download the app!

Appendix IX: Sample Bell Schedule

Aspire Lionel Wilson Collge Preparatory Academy
Middle School Bell Schedule

Middle School Full Day (Monday, Tuesday, Thursday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Advisory	8:30 AM	9:10 AM
Period 1	9:15 AM	10:15 AM
Period 2	10:20 AM	11:20 AM
Lunch	11:20 AM	11:50 AM
Period 3	11:55 AM	12:55 PM
Period 4	1:00 PM	2:00 PM
Period 5	2:05 PM	3:05 PM

Middle School 3/4 Day (Wednesday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Period 1	8:30 AM	9:40 AM
Period 2	9:45 AM	10:45 AM
Lunch	10:45 AM	11:15 AM
Period 3	11:20 AM	12:20 PM
Period 4	12:25 PM	1:25 PM
Period 5	1:30 PM	2:30 PM

Middle School Minimum Day (Friday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Period 1	8:30 AM	9:20 AM
Period 2	9:25 AM	10:15 AM
Period 3	10:20 AM	11:10 AM
Period 4	11:15 AM	12:05 PM
Period 5	12:10 PM	1:00 PM
Lunch	1:00 PM	1:15 PM

Aspire Lionel Wilson Collge Preparatory Academy
High School Bell Schedule

High School Full Day (Monday, Tuesday, Thursday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Advisory	8:30 AM	9:05 AM
Period 1	9:10 AM	10:40 AM
Period 2	10:45 AM	12:15 PM
Lunch	12:20 PM	12:50 PM
Period 3	12:55 PM	2:25 PM
Period 4	2:30 PM	4:00 PM

High School 3/4 Day (Wednesday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Period 1	8:30 AM	10:00 AM
Period 2	10:05 AM	11:35 AM
Lunch	11:40 AM	12:10 PM
Period 3	12:15 PM	1:45 PM
Period 4	1:50 PM	3:20 PM

High School Minimum Day (Friday)

Period	Start	End
Breakfast	8:10 AM	8:30 AM
Period 1A	8:30 AM	9:10 AM
Period 2A	9:15 AM	9:45 AM
Period 3A	9:50 AM	10:20 AM
Period 4A	10:25 AM	10:55 AM
Period 1B	11:00 AM	11:30 AM
Period 2B	11:35 AM	12:05 PM
Period 3B	12:10 PM	12:40 PM
Period 4B	12:45 PM	1:15 PM
Lunch	1:15 PM	1:30 PM

Appendix X: Aspire's EL Master Plan



Aspire Public Schools

English Learner Master Plan



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EL Master Plan Introduction

Mission, Vision, and Purpose

Aspire Public Schools' mission is to do three things:

- Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities;
- Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color; and
- Nurture our scholars' pride in their abilities, identities, and communities.



Our vision is that Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

The key purpose of the EL Master Plan is to ensure that ELs have access to rigorous, standards-based curriculum and that our programs are also effectively working to accelerate students' English proficiency to get them to Reclassification within 5-7 years. This plan describes the guidelines and policies for schools, parents, teachers, and administrators to a) maintain compliance with Federal and state laws and b) execute internal policies and practices put in place by Aspire Public Schools.

This Master Plan reflects our broader equity vision. At Aspire we assert the following equity beliefs:

- Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
- Interrupt the "school to prison pipeline" – policies and practices that are directly and indirectly pushing the most at-risk students out of school and on a pathway to the juvenile and criminal justice systems.
- Engage families as partners in meaningful ways in our work.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.

We believe that language is the vehicle for understanding academic content and essential for all students to meet their highest potential. Access to language and literature widens perspectives, illuminates the human experience, and deepens understandings of self and others (Framework, 2015). Language proficiency enables our students to prepare for college or any post-secondary pathway that is authentic to their identities. However, we recognize that ELs bear the additional curricular challenge of learning language and content and require additional support in both explicit language instruction and content.

Commitments

Aspire is committed to ensuring academic success in life for our EL population by utilizing evidence-based instructional methods and placing a high value on the knowledge and contributions of our EL students.

In service of this commitment, Aspire pairs high quality instruction using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the general education classroom with EL-specific methodology, provided in both a designated and integrated model. Using robust data systems for teachers, coaches, administrators and Aspire Regional and Home Office staff monitor academic progress of our ELs throughout the school year and after they have reached reclassification. We utilize interim assessments, curriculum-based assessment and walkthroughs to adjust and refine instruction. We respond to our progress monitoring with professional development for administrators, teachers and instructional assistants to help all school staff support the learning of ELs in our schools.

In accordance with the California ELA/ELD Framework (2015), we believe that by the time a student who is EL has graduated from Aspire, they will have:

- developed the readiness for college, careers, and civic life;
- attained the capacities of literate individuals;
- become broadly literate;
- acquired the skills for living and learning in the 21st century

We know that ELs come to our Aspire schools from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences and formal schooling. As educators, we must always approach keeping in mind that language develops alongside a student's cognitive development (Framework, 2015). Thus, when older students matriculate we acknowledge that these students bring funds of knowledge in their native language, have attained a level of native language literacy, knowledge of oral vocabulary, language structures that inform the learning of English.

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. We believe that our ELs deserve an educational environment that honors the asset of biliteracy, utilizes data to inform the instructional program, promote student awareness and affirms home languages.

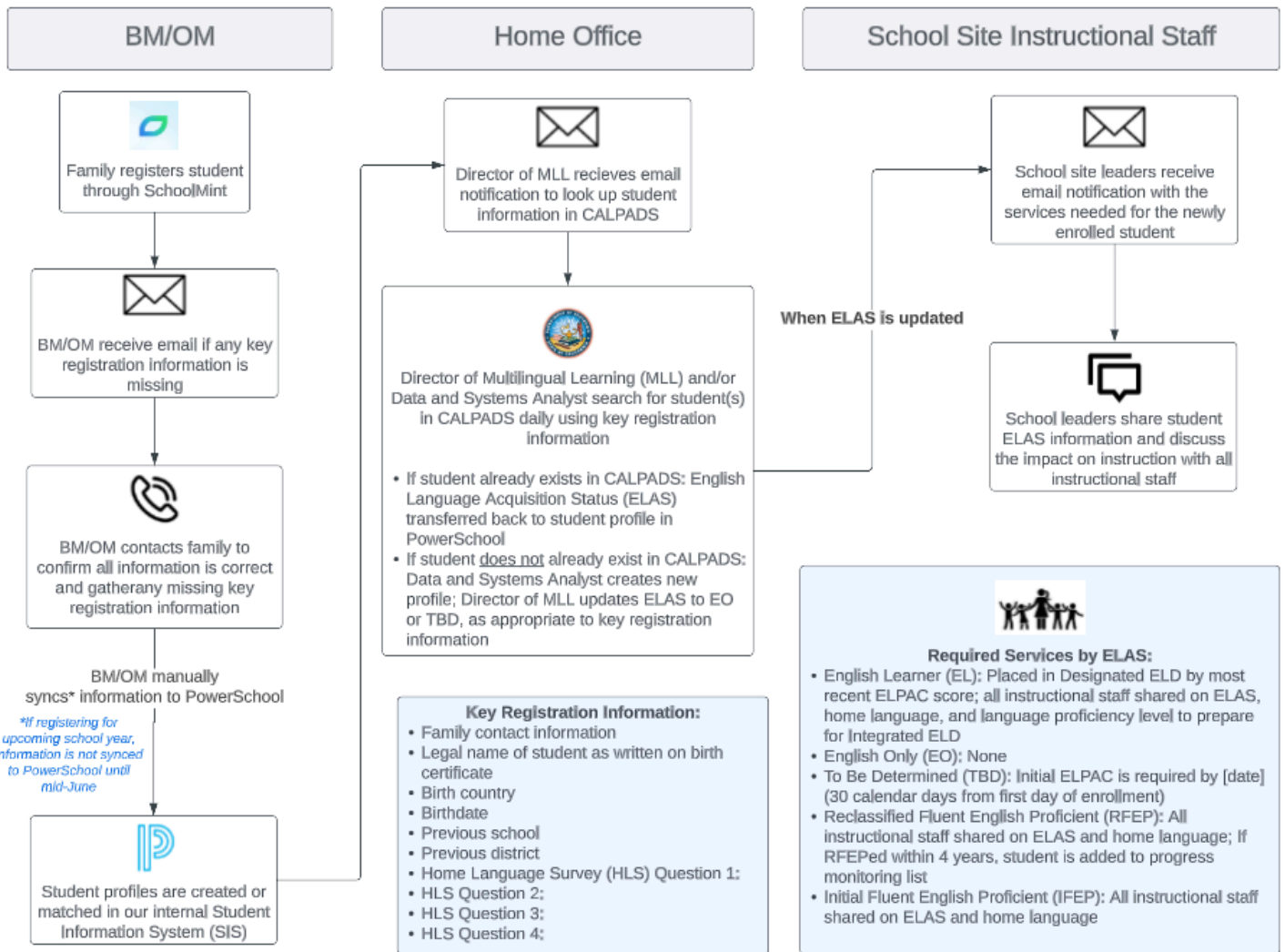
We want our ELs to experience rigorous curriculum while accessing appropriate linguistic supports, including access to projects, field trips, and service activities to the extent of their general education peers. In addition, activities in their native language can also enhance feelings of inclusion and competence in the educational setting.

This master plan, an embodiment of our equity beliefs, outlines the required legal processes for assessment, designation, academic programming and reclassification of our scholars learning English.

Chapter 1: EL Identification, Program Placement, and Reclassification



Initial Identification Process Overview



Home Language Survey

The School administers the home language survey (HLS) upon a student's initial enrollment into the school. The HLS is embedded within Aspire enrollment forms.

The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?
5. Which language would you prefer for information sent from the school to home?
6. Date student first enrolled in a K-12 United States school: ___/___/___

The school site will use the results of the HLS to determine the following as follows:

- **English Only (EO)** if the answers to all of the four questions on the HLS are "English." The student will be categorized as English Only.

or

- **Possible English Learner** if the answers to any of the first four questions on the HLS indicate a language

other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined, “TBD” will be entered into the student’s profile in Powerschool and CALPADS.

Parents or guardians hold the right to amend their response to the HLS at any time. According to [“The Correction of Classification Process”](#), “The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it within one year of enrollment and before administration of the Summative ELPAC, if the student was determined to be an English Learner..

However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error. Although a HLS is included in all registration packets, our process includes cross-referencing CALPADS to ensure the student wasn’t already previously identified in a California public school.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlined below. Regardless of the sending school, all updates to student information must be entered into Powerschool by the school staff. “TBD” will be used in Powerschool until accurate information is obtained by the school, as outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called CALPADS before assessing the student with the Initial ELPAC.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving Aspire school upon enrollment. Upon receipt of records, the receiving Aspire school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS.

Transfers from private schools. Student records will be requested by the receiving Aspire school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and assessment process. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Initial ELPAC

State and Federal regulations require that if a student’s HLS indicates a language other than English is used at home, the student’s English language proficiency level must be assessed so that the school team can address the linguistic needs of the student within 30 calendar days of student enrollment.

To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not mis-identified. If CALPADS indicates that the student has already received the CELDT or Initial ELPAC, the student should not be re-tested unless the school site identifies a reason to do so.

The Initial ELPAC assessment will occur within 30 calendar days of enrollment. Based on the student's overall performance on the initial ELPAC, they may be classified as

- An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
- Initially Fluent English Proficient (IFEP)

Parents are notified using the [initial parent notification letter](#) when the student's scores and classification are determined, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312).

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the Initial ELPAC receive official [notification](#) within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- In addition to the above, parents 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 (See Appendix A). Parents are advised to contact the school if they need additional information.

English Learner Placement

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 unique strength to meet those needs. By having a common understanding of students' needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child.

The tenets of the Aspire ELD program include these guiding principles:¹

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: mClass, MAP, iReady, SBAC, and ELPAC
- Language tasks are 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.

Students are placed in the appropriate English Language Development (ELD) program based on assessment data from ELPAC, SBAC and Aspire-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by [parental waiver](#).

Aspire schools provide a general education English instructional placement for all ELs, taught by staff with the

¹ Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

appropriate authorization to each ELs.

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child’s parent or legal guardian. [The form](#) is available at the school office and must be submitted to the school office. At any time during the school year, a parent may request a change in program or placement into a general education English language classroom. The school grants the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason is documented and provided to the parent in writing. Parents may appeal the school’s decision by contacting the Interim Director of Multilingual Learning at Aspire Public Schools in writing.

Assessment - Summative ELPAC

Once a student is identified as an English Learner, the Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

The Summative ELPAC will be used to annually assess EL students’ progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.² The Appendix includes descriptions for each ELPAC level and Framework Level.

³Improving Education for English Learners: Research-based Approaches (CDE, 2010)

EMERGING	EXPANDING	BRIDGING	
Level 1	Level 2	Level 3	Level 4

² <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.³

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level. However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Redesignation Procedures & Reclassification (Exit) Criteria

Policy for Reclassifying and Initially Classifying English Learners:

The policy for reclassifying English Learners is below:

³ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Aspire Public Schools Reclassification Criteria

Reclassification is the process whereby a student is reclassified from English Learner (EL) to Fluent English Proficient (RFEP) based on state and district criteria. In order to reclassify, a student must meet ALL of the criteria listed below.

#1: Score of "4" on the Summative ELPAC Score of "3" if taking the Alternate Summative ELPAC

The English Language Proficiency Assessment of California (ELPAC) is an exam given to English learners every year. This test evaluates speaking, listening, reading and writing in English. Students must score an overall "4" on ELPAC in order to reclassify. Practice questions for ELPAC are available at: elpac.startingsmarter.org.



For students with disabilities, if they have been designated as an EL for 6 or more years and still have not received a score of 4 and have maintained or grown between the previous 2 consecutive year's Summative ELPAC testing, the IEP team can consider a score lower than a 4.



#2: Teacher Evaluation

Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well students express ideas clearly and communicate using academic language. Elementary students at Aspire meet the teacher evaluation criteria by receiving an ELA progress report card composite score of 2 or above. Secondary students at Aspire meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or an English Language Development course.

If a student with a disability does not have a grade of 2/C or better, the IEP team should gather IEP goal student work samples that demonstrate mastery of the student's ELA/ELD linguistically appropriate goal.

#3: Parent/Guardian Opinion and Consultation

School administrator(s) consult with parents/guardians by reviewing student data and asking for input. Secondary students are encouraged to give input whenever possible. Reclassified students receive letters from their school sites to celebrate this academic and linguistic achievement. These students must be progress monitored for four years after reclassification.

For students with disabilities, this conversation takes place during an IEP meeting and documented within the IEP notes.



#4: Basic Skills Assessment



Student performance in basic skills is compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. A student can show proficiency using any one of the following assessment benchmarks:

TK-5: Benchmark or Above Benchmark on mCLASS (K-2); 1 Grade Level Below, or above, on i-Ready ELA (3-5);

Nearly Met level (Level 2) or higher on the ELA SBAC (3-5)

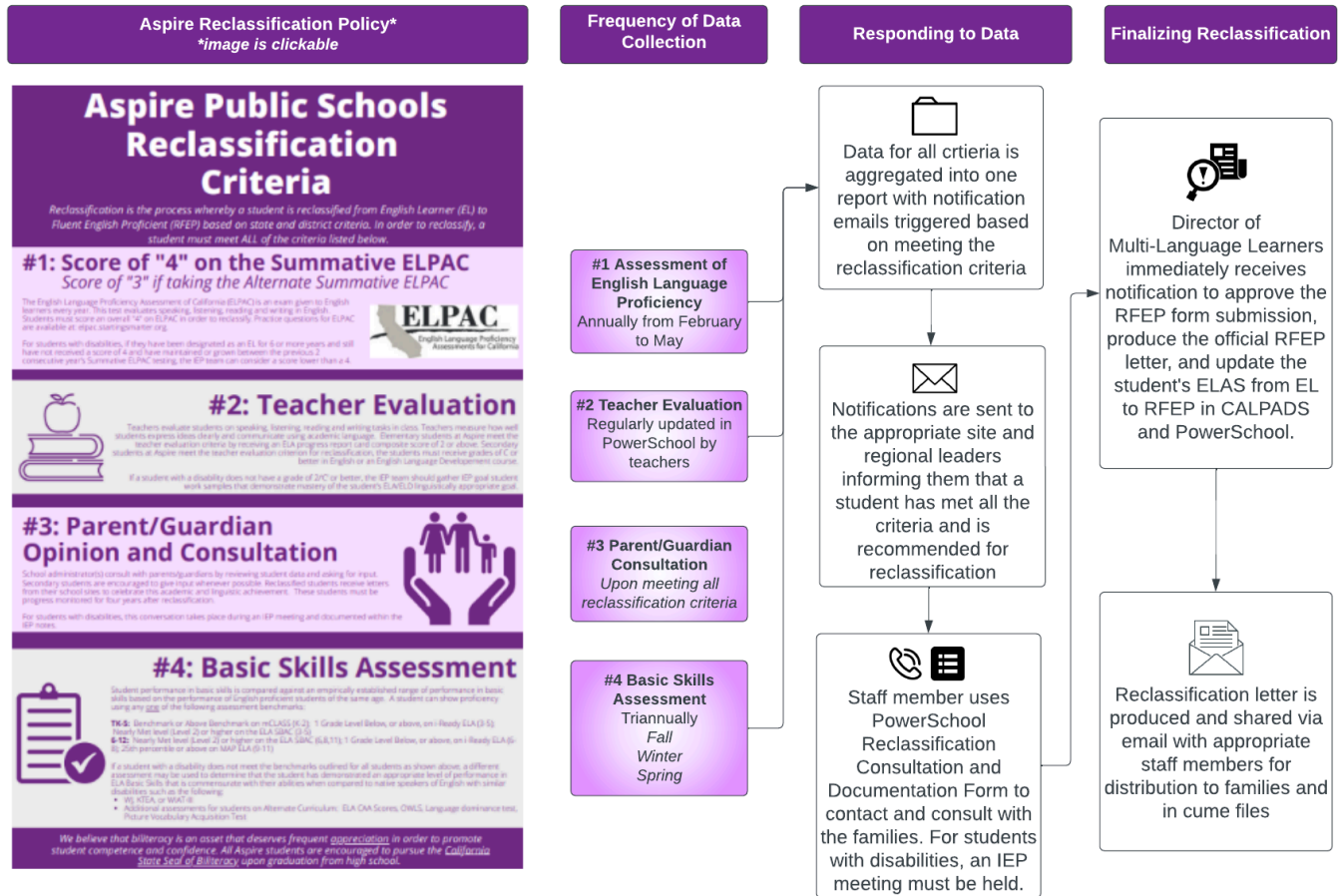
6-12: Nearly Met level (Level 2) or higher on the ELA SBAC (6,8,11); 1 Grade Level Below, or above, on i-Ready ELA (6-8); 25th percentile or above on MAP ELA (9-11)

If a student with a disability does not meet the benchmarks outlined for all students as shown above, a different assessment may be used to determine that the student has demonstrated an appropriate level of performance in ELA Basic Skills that is commensurate with their abilities when compared to native speakers of English with similar disabilities such as the following:

- WJ, KTEA, or WIAT-III
- Additional assessments for students on Alternate Curriculum: ELA CAA Scores, OWLS, Language dominance test, Picture Vocabulary Acquisition Test

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. All Aspire students are encouraged to pursue the California State Seal of Biliteracy upon graduation from high school.

The process below demonstrates the process by which we identify students for reclassification:



Annual Language Classification/Status

Parents of ELs are notified each year of their child's current language classification. A student remains an EL until he or she has met the criteria listed above for reclassification.

Chapter 2: Instructional Program



Introduction

This section of the master plan will describe how Aspire schools will adopt curricular and programmatic strategies to support EL students' mastery of the English language, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELD instruction is both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students.⁴ Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.⁵

ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge, and values and builds on primary language and culture and other forms of primary knowledge.⁶

It is critical that all educators hold a belief in the academic and cognitive potential of each language learner, acknowledging the marriage of language acquisition and the rigor of CCSS and NGSS. In the spirit of this 'marriage,' the 2012 Framework and ESSA goals demand that our ELs meet high levels of achievement as well as master the English language.

⁴ Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012)

⁵ Noguera, P. (2012) taken from

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELs%20V2.pdf>

⁶ ELD Framework for California Public Schools, (2014)

As an organization, we are committed to reflecting and enhancing our programs to meet the needs of our ELs, FY, and low-income students. Through the COVID-19 Pandemic and as needed per state guidance, [Independent Study guidelines](#) ensure all ELs have access to programming, including resources such as paper-based work, internet access, and a computer.

Lessons are delivered through Independent Studies via our synchronous approach. For grades Tk-8 our English Language learners and school sites across the organization will continue to utilize EL Achieve curriculum. For grades 6-12, curricular supports offered to students in designated ELD must be aligned to the ELD Standards and Framework, as it is a core content. The curriculum utilized for secondary learners is English 3D and National Geographic. Similarly, our teachers will have access to online resources to support with planning and lesson delivery. Furthermore, it is imperative that English Learners have many, varied opportunities to practice speaking and listening skills. Teachers should leverage the majority of synchronous instruction to encourage student-to-student discourse. It will be the responsibility of each school site to determine how they will provide this essential programming.

Finally, we also provide access to a supplemental resource, Rosetta Stone to our newcomers on a school by school basis.

English Language Development (ELD) Instructional Design

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

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

All ELs participate in **Integrated ELD**, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At Aspire, all of our elementary schools (Tk-6) have adopted the EL Achieve® curriculum for Designated ELD, which include 30 min daily lessons taught by a teacher holding EL authorization. In the elementary schools, these ELD lessons occur in a small group setting within the general education classroom.

In the secondary (6-12), our schools have either adopted English 3D or National Geographic curriculum. ELD classes are built into the master schedule and reported on transcripts as *Academic ELD*. The following sections describe our two programs in greater detail.

Designated ELD

TK-5th Grade. In Transitional Kindergarten (TK) through 5th grade all general education teachers with ELs in their classroom provide ELD two to four times per week at 30-45 minutes per session. This may vary based on students' need. Students are grouped based on grade-level or grade-span, and then further grouped by language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards. EL Achieve® is utilized during this time and focuses on implementing through six teaching skills of systematic ELD 1) Continuum of Proficiency 2) Oral Language Production 3) Language Objectives 4) Building language competence 5) Metalinguistic awareness 6) Ongoing assessment.

Student progress is monitored through formative and summative assessments. For example, EL Achieve® includes end-of-module assessments that provide formative progress on listening, speaking, reading and writing domains. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

Secondary. In 6th through 12th grade, Designated ELD is built into the schools' [master schedules](#), taught by teachers with proper authorization and often students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of Long Term English Learners (LTEL)s and the occasional Newcomer, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or Academic ELD. These Designated ELD courses correspond to students' EL proficiency levels and students are grouped within one level of their proficiency. Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language. The focus on secondary designated ELD is how language works within the content areas. Designated ELD classes do cover content area topics and vocabulary.

Integrated English Language Development

All EL students in TK – 12th grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”⁷

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specific.⁸ To supplant the curriculum with language instruction, educators integrate research-based strategies⁹ such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- 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

⁷ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

⁸ Van Lier, L. & Walqui, A. (2011). Language and the Common Core. *Understanding Language*. Stanford University.

⁹ Rubenstein & Avila (2006). Connecting with Latino Learners. *Educational Leadership*. 23(5) pp38-43. Taken from URL: <https://eric.ed.gov/?id=EJ745490>

- 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
- Scaffolding text, such as anticipatory pre-reading of text
- Use of leveled reading material during small group instruction
- Accountable Talk framework where 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

English Language Arts

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts¹⁰ and the ELD Standards. The school provides 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 are exposed to different types of writing, assignments are meaningful to the student and assessment is focused on content and not only mechanics. Speaking and listening for English learners requires instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration.

Teachers support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers 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 with other texts and topics. English learners are supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques are implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent opportunities to practice the language in context with structured oral language activities. Instruction is embedded in content units in which students have repeated exposure to content vocabulary over time. School also partner with outside organizations like [Guided Language Acquisition Design \(GLAD\)](#) or Ensemble to develop strategies to support students as they work toward mastery of the grade level common core state standards.

Mathematics

During mathematics instruction, the overall focus is on mathematical thinking and not 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 specifics 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.

This meaning making takes place during Student Debrief, Closing, or Problem Solving. Mathematical vocabulary is taught within the context and not in isolation. Finally, the software used in our blended learning program (i.e., Dreambox) allows students to manipulate models and hear feedback orally in a differentiated way.

When learning new concepts, students are given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students explore

¹⁰ [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>)

concepts first through 3-D models and manipulatives followed by pictorial representations and finally symbolic expression and algorithms. Mathematical problems involve real-world scenarios that are meaningful and relevant to students and their communities. Students engage in problem solving sessions 1-2 times per module 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 support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students are encouraged to prove their solutions to others using a variety of methods and models. Comparative discussions of the strategies used in the classroom give students increased opportunities to deepen their conceptual understanding.

Next Generation Science Standards (NGSS)

Integrated instruction in science involves support through extensive models and diagrams. This strategy allows learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners have extensive academic discourse to build their ability to reason orally before moving onto written work. 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 journals, reports and other written assignments along with opportunities to revise language supports learners as they master the Next Generation Science Standards.

Students engage in inquiry-based learning as their teachers take them through 5E lesson plans. In this method, students engage in hands-on experiences and build their schema around a topic at the start of each unit. Inquiry lessons 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 supports students with learning related vocabulary terms within that discipline. As part of the inquiry process, students collaborate, ask and answer questions, and challenge the ideas of other students. They are required to closely read scientific texts and use evidence to support their conjectures. Teachers 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. By using the inquiry method, EL students engage in productive academic struggle, which will simultaneously support the development of their proficiency in English.

Social Studies

Schools build the competence of students in ELD and content aligned with the Common Core State Standards for History-Social Science. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Social studies is taught within content units of study that last approximately six weeks. During this time, students learn the language of a topic through reading multiple texts on the same topic. Students are exposed to first- and second-hand accounts, including primary and secondary documents, of historical events through a variety of genres. Throughout the units of study, students participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they demonstrate their understanding through an artistic, written, or oral presentation for an audience. ELs receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

Long Term English Learners (LTELs)

The state defines Long Term English Learners (LTEL)s through several criteria, first and foremost being an English Learner along with all of the following:

- is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12
- has been enrolled in a U.S. school for six or more years
- has remained at the same English language proficiency level for two or more consecutive prior years, or

- has regressed to a lower English language proficiency level, as determined by the ELPAC
- for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA

Many LTEL students have strong social language, but may require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school.¹¹ In order to meet the needs of these learners and students at-risk of becoming LTELs, Aspire includes this information on student profiles in our Student Information System (SIS) in PowerSchool for all instructional staff to view.

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
- Explicit language and literacy development across the curriculum
- A flexible MTSS process that makes sure students are progressing or getting additional supports
- A focus on engagement and study skills during Advisory
- Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

Newcomers

A newcomer as defined by Aspire is a student in grades 3-12 who has enrolled in a US school fewer than two years and whose language proficiency falls in the Emerging or Expanding category, per the Initial ELPAC assessment. Students brand new to the country and/or English have unique and personal needs; they may have limited literacy or formal schooling in their native language or may have extensive educational experiences in their native language. Great care must be taken to acculturate these students into life in the US and California. Research on students new to the country identifies five important elements for their success¹². Aspire schools implement the following for newcomer students:

1. Formal and informal data collection – In addition to the Initial ELPAC, a formal assessment, students may experience informal assessment such as observations, interviews, work samples so that educators can ascertain their language ability and content knowledge in their home language.
2. Warm and welcoming environment – School personnel find a staff member who can speak with the student and parent in their home language in order to explain EL policies, programming and make the student feel comfortable in the new school setting.
3. Heterogeneous Grouping - Because our schools are small, newcomers in general education classrooms with students at varying levels of language acquisition, peers model the use of English in instructional and social settings. Peer buddies may provide translation if appropriate.
4. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school programs can include support for English Language Development for all newcomers.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental designated ELD and other supports via their Personalized Learning Plan use ELD curriculum such as APEX or Rosetta Stone. This curriculum includes specific programs for newcomers. Teachers providing the support receive the appropriate professional development.

¹¹ Olsen, L. (2014). Understanding the Needs of Long Term English Learners: A Guide for Educators. NEA Policy Brief. Taken from : https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf

¹² *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

Instructional Program for ELs with Disabilities

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of similar age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities.

The IEP team decides placement of English Learners with special needs based on individual student needs. At the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services. In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability.

If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student's individualized goals, as well as accommodations/supports and services, including consideration of whether the student should receive ELD in a specialized education setting.

Chapter 3: Monitoring, Evaluation, and Accountability

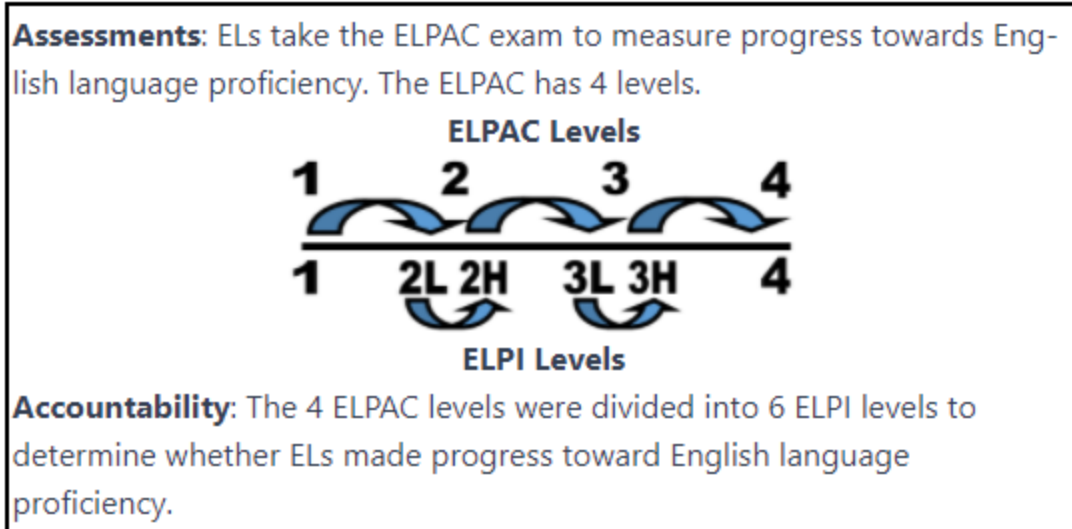


Overview

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are effectively implemented. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars. This section will also outline the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

Student Achievement Goals & Accountability

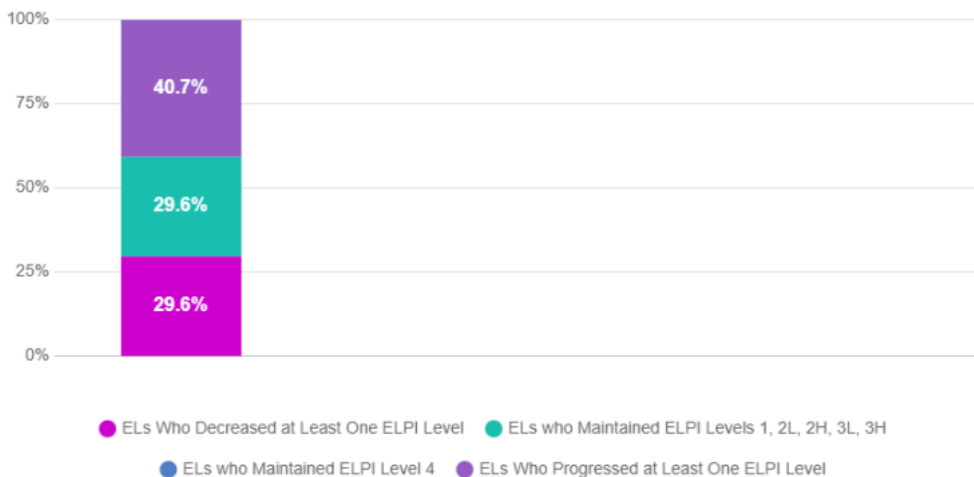
In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published on the CA School Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency. The graph below shows how the State of California divides the ELPAC assessment into 6 levels to show proficiency for English Learners.



Each Aspire school receives a percentage to show progress toward English proficiency. The percentage is calculated by adding the percentage of students who progressed at least one ELPI level and those that remained ELPAC level 4. Below is a sample graph shown on the CA School Dashboard for each Aspire school's ELPI performance:

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



In addition to the ELPI measures, Aspire sites track academic achievement and reclassification as a requirement of the LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by Aspire-made assessments and the California Common Core State Standards Assessment (SBAC). Each school’s individual charter and LCAP provide specific growth targets. Each school’s LCAP must also include:
 - a. Goals to improve student outcomes, identified through
 - i. A needs assessment which addresses the academic and language proficiency needs of ELs.
 - ii. Evidence-based strategies, actions, or services to reach goals.
 - iii. Proposed expenditures based on the projected resource allocation to address the findings of the needs assessment consistent with the state priorities
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years

CAASSP accommodations, designated supports and universal supports are provided to EL students in their 11th grade year to meet the Level 3 score on SBAC.¹³

Some secondary school sites have opted into the State Seal of Biliteracy program¹⁴ that honors those students who graduate from high school mastering listening, speaking, reading and writing in English and one other language. If a student meets the State criteria, the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students’ mastery of their home language and acquisition and mastery of English as well, as biliteracy is a competency that will enhance college and career opportunities.

Progress Monitoring

During an annual data review, EL students’ progress is measured against Aspire reclassification criteria. In addition, progress of ELs is monitored through analyzing subgroup data on Aspire interim assessments in Math and ELA. Data analysis indicates which students may be on track to reclassify, and which students may need additional supports and scaffolds to master language in the content areas.

This annual data review is intended for any instructional staff supporting an English Learner to analyze student progress towards reclassification and identify strategies to support the student’s continued progress. Each English Learner is assigned a progress monitoring form within Aspire’s SIS (PowerSchool), which includes data to review including the following:

- Initial and/or Summative ELPAC scores
- CAASPP scores (for grades 3-12)
- ELA/ELD standards progress (elementary)
- English and ELD grades (secondary)
- Attendance
- Aspire-wide assessment scores - MAP (9-12), iReady (3-8), mClass (TK-2)

After reviewing a student’s data, educators have an opportunity to identify Integrated ELD strategies and assign accessibility supports for state testing.

This information, along with the student’s Designated ELD schedule is used to populate an annual progress monitoring review form, or language plan, that is distributed to families and placed in each student’s cumulative file.

¹³ Taken from URL: <https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf>

¹⁴ <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Along with this process, reclassified students are monitored for 4 years using the same process identified above, but with the following data points:

- CAASPP scores (for grades 3-12)
- All core content standards progress (elementary)
- All core content grades (secondary)
- Attendance
- Aspire-wide assessment scores - MAP (9-12), iReady (3-8), mClass (TK-2)

If any of these data points suggest that a student is falling behind they are flagged on the form to consider re-integrating the student back into Designated ELD and/or offering targeted Integrated ELD support again.

Individual reclassified students' progress monitoring report is also kept in the students' cumulative files.

Evaluation of Program Effectiveness

In addition to on-going progress monitoring, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency comparable to that of average native speakers of English.
2. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered Aspire already proficient in English.
3. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
4. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
5. Whether to eliminate specific EL activities proven to be ineffective.

After the release of the school's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year.

The LCAP Annual Update process begins each year in January and consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators. The Annual Update analysis consists of the following components:

1. Review of initial ELPAC and interim assessment data
2. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
3. Reclassification rates and students at risk of being identified as Long-Term English Learner
4. In depth review of the 5 components of the EL program evaluation as outlined in the Federal Program Monitoring requirements
5. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
6. Evaluation of the LCAP EL Goal, Actions, Outcomes, and expenditures

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

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 offers a module on teaching English Learners.
3. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching 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 Rubric¹⁵, 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.

¹⁵ <https://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations>

Chapter 4: Family Engagement



Overview

Aspire believes that parents and guardians are the most important partners in the educational achievement and outcomes for our students. Our families bring diverse experiences that strengthen each of our school communities; the hopes and dreams of each family drive our commitment to educating our scholars.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student’s lives. We believe in making our systems knowable, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this end, several processes enable active participation for families of EL students.

Communication with Parents

Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria
- Graduation requirements

Translation and Interpreters

Communication with all parents of ELs in their primary language is essential to upholding our standards of parent engagement. In addition, per State law, if 15% of the student population or more speak a single primary language other than English, all notices and records sent to the parent must be in the primary language (EC 48985a). This includes written parent communication such as progress reports, IEPs, discipline notices, school board meeting agendas and notices. Oral interpretation will be provided to families so that they can meaningfully access important information for the schools. School sites have processes for offering oral interpretation to site-based activities. Regional and Home office staff will ensure that oral translation is provided for regional events.

ELAC

In accordance with State law EC 35147, any school that has 21 or more ELs must have an English Learner Advisory Committee (ELAC). The committee should be composed of guardians or parents of ELs at the same percentage as their children represent the student body, or more. The members must be elected by parents or guardians of English learners. Parents that are employees of the school may not sit on the ELAC.

The responsibilities of the ELAC are as follows:

- Advising the principal and staff in the development of a site plan for English learners
- Assisting in the development of the schoolwide needs assessment
- Ways to make parents aware of the importance of regular school attendance

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) or fulfill the responsibilities of a DELAC within a school site ELAC. The responsibilities by type of DELAC is as follows:

Any ELAC established at a site with 51 or more English Learners, must:	Any DELAC, must:
<ul style="list-style-type: none">● Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)● Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.	<ul style="list-style-type: none">● Provide each ELAC the opportunity to elect at least one member to the DELAC● Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.

<ul style="list-style-type: none"> ● Review and comment on the school district reclassification procedures. ● Review and comment on the written notifications required to be sent to parents and guardians. 	<ul style="list-style-type: none"> ● Conducting of a district wide needs assessment on a school-by-school basis. ● Establishment of district program, goals, and objectives for programs and services for English learners ● Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) ● Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements. ● Review and comment on the school district reclassification procedures. ● Review and comment on the written notifications required to be sent to parents and guardians.
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To support members in fulfilling their responsibilities, D/ELAC members receive training. This training is planned in partnership with committee members, and funds from appropriate resources are used to meet the costs of providing the training.

Schools are encouraged to hold ELAC meetings at times that are beneficial to parents and provide childcare.

Appendices

APPENDIX A: GUIDING TEXTS AND RESOURCES

References

- Executive Summary of the ELA / ELD Framework for California Public Schools (September 2015). Taken from https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf
- Definitions of Proposed Task Types for the English Language Proficiency Assessments for California, Educational Testing Service, 2015. Retrieved on February 2, 2016 from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- Proposed Test Blueprints for the English Language Proficiency Assessments for California, Educational Testing Service, 2016. Taken from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- The California English Language Development Test (CELDT) vs. The English Language Proficiency Assessments for California (ELPAC), CDE 2015. Retrieved on July 25, 2016 Taken from <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>
- Noguera, P. (2017). Equity and Deeper Learning: making high standards and powerful learning opportunities available to ELLs. Taken from <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLs%20V2.pdf>
- Echevarria, J., Vogt, M., & Short, D. (2007). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the general education classroom*. Portsmouth: Heinemann.
- Leyba, Charles F., ed. (1994). *Schooling and language minority students: a theoretical framework*. Los Angeles: Legal Books Distributing.
- Lucas, Tamara, Villegas, Ana Maria and Freedson-Gonzalez (2008). *Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners*. Journal of Teacher Education.
- Opitz, Micahel F., ed. (1998). *Literacy instruction for culturally and linguistically diverse students*. Delaware: International Reading Association.
- Rumberger, Russell & Gandara, Patricia (2004). *Seeking Equity in the Education of California's English Learners*. Teachers College Record.
- Valencia, Richard R. (2002). *Chicano School Failure and Success: Past, Present, and Future*. New York, New York; Routledge.
- Vogt, M. and Echevarria, J. (2007). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston: Pearson.
- California English Language Development standards: [ELD Standards](#) California English Language Framework content and Pedagogy: [CA ELD Framework](#)

APPENDIX B: RECOMMENDED PROGRAMS & RESOURCES

Professional Development

- [Quality Teaching of English Learners, West Ed](#)
- [Opal Institute, Loyola Marymount University](#)
- [LA Office of Education Multilingual Academic Support \(MAS\) Unit](#) [Alameda County Office of Education EL Department](#)
- [Stockton USD Language Development Office](#)

Instructional Program

[English 3D](#)

[EL Achieve](#)

Family Engagement

[Aspire ELAC Manual](#) (includes fillable templates)

[Latino Family Literacy Project](#)

APPENDIX D: GLOSSARY OF TERMS

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

CALPADS: California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

TOMS: Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will be used for ELPAC testing as well.

English Language Proficiency Assessments of California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Initial Assessment: Initial identification of students as English learners

Summative Assessment: An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level **Initial Fluent English Proficient (IFEP):** Student demonstrates proficiency from the ELPAC initial assessment.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC (**Note: The 2018–19 determinations At-Risk of becoming LTEL [AR-LTEL] reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.**); and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA). In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).

“Ever-EL”: A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC (**Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.**); and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

English Language Development (ELD): is the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners' knowledge and use of English in increasingly sophisticated ways.

Appendix XI: LCAP



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Lionel Wilson College Preparatory Academy

CDS Code: 01612590130666

School Year: 2024-25

LEA contact information:

Tommy Gonzalez

Principal

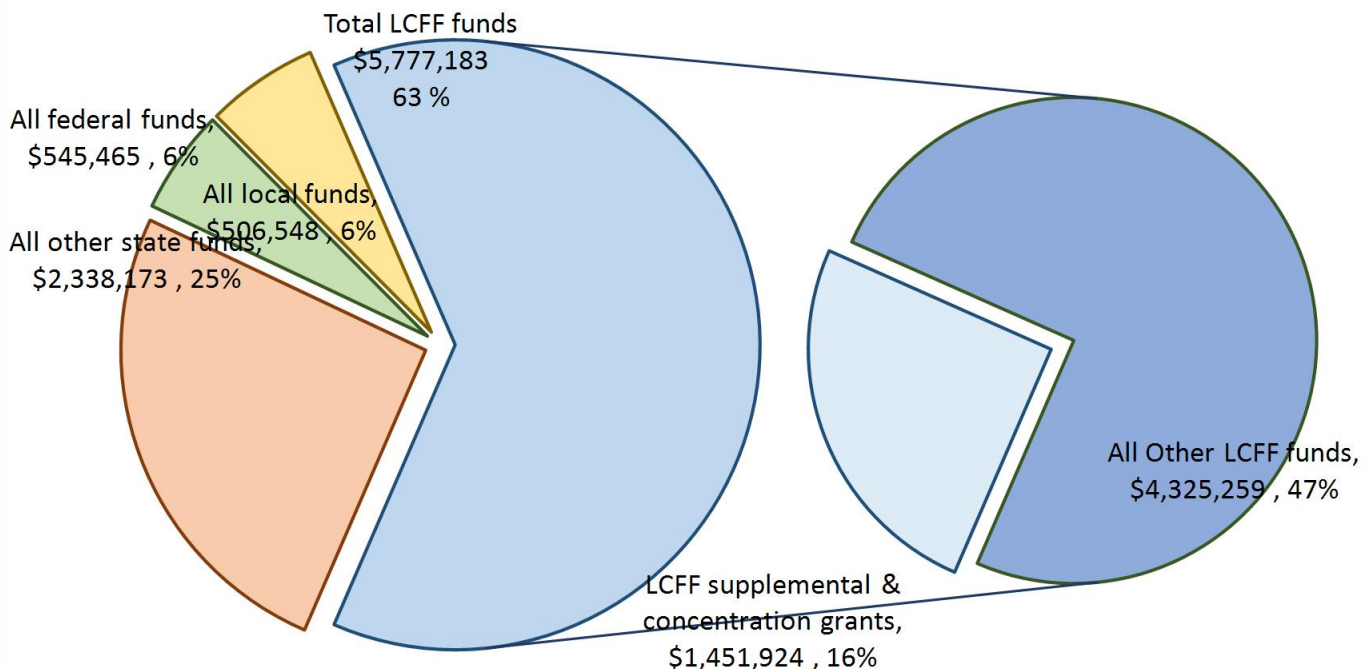
Tommy.Gonzalez@aspirepublicschools.org; data-contact@aspirepublicschools.org

510-635-7737

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

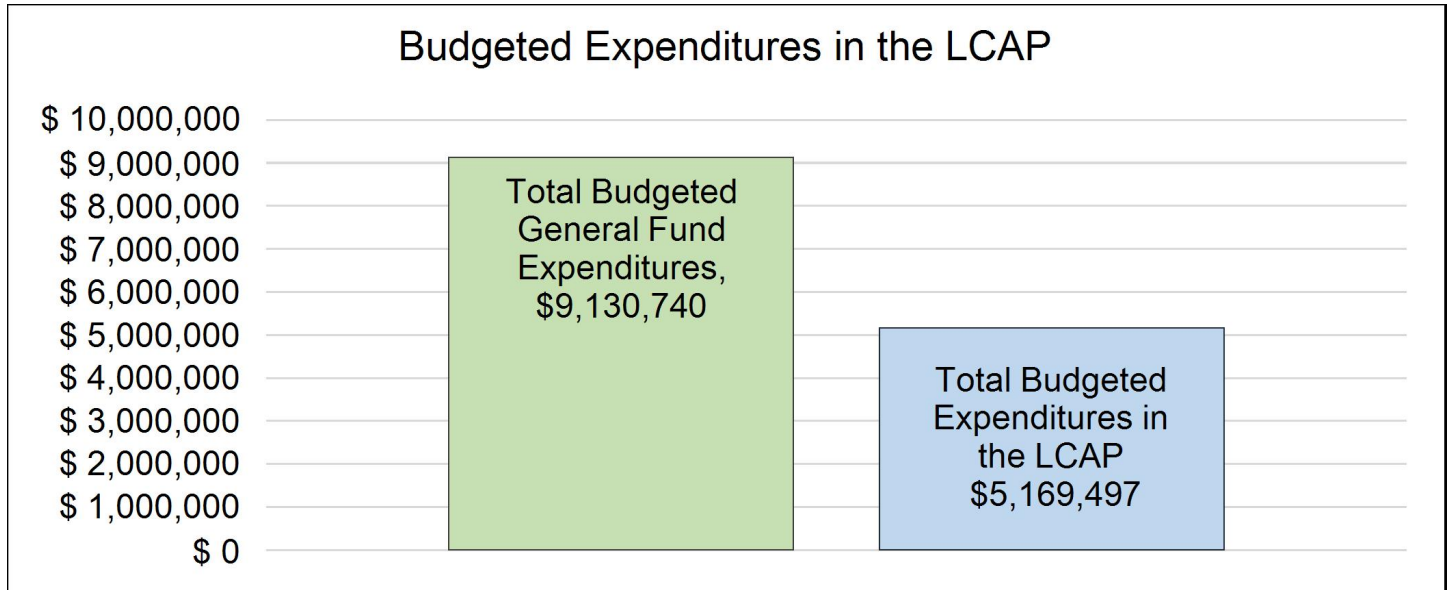


This chart shows the total general purpose revenue Aspire Lionel Wilson College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Lionel Wilson College Preparatory Academy is \$9,167,369, of which \$5,777,183 is Local Control Funding Formula (LCFF), \$2,338,173 is other state funds, \$506,548 is local funds, and \$545,465 is federal funds. Of the \$5,777,183 in LCFF Funds, \$1,451,924 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Lionel Wilson College Preparatory Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Lionel Wilson College Preparatory Academy plans to spend \$9,130,740 for the 2024-25 school year. Of that amount, \$5,169,497 is tied to actions/services in the LCAP and \$3,961,243 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

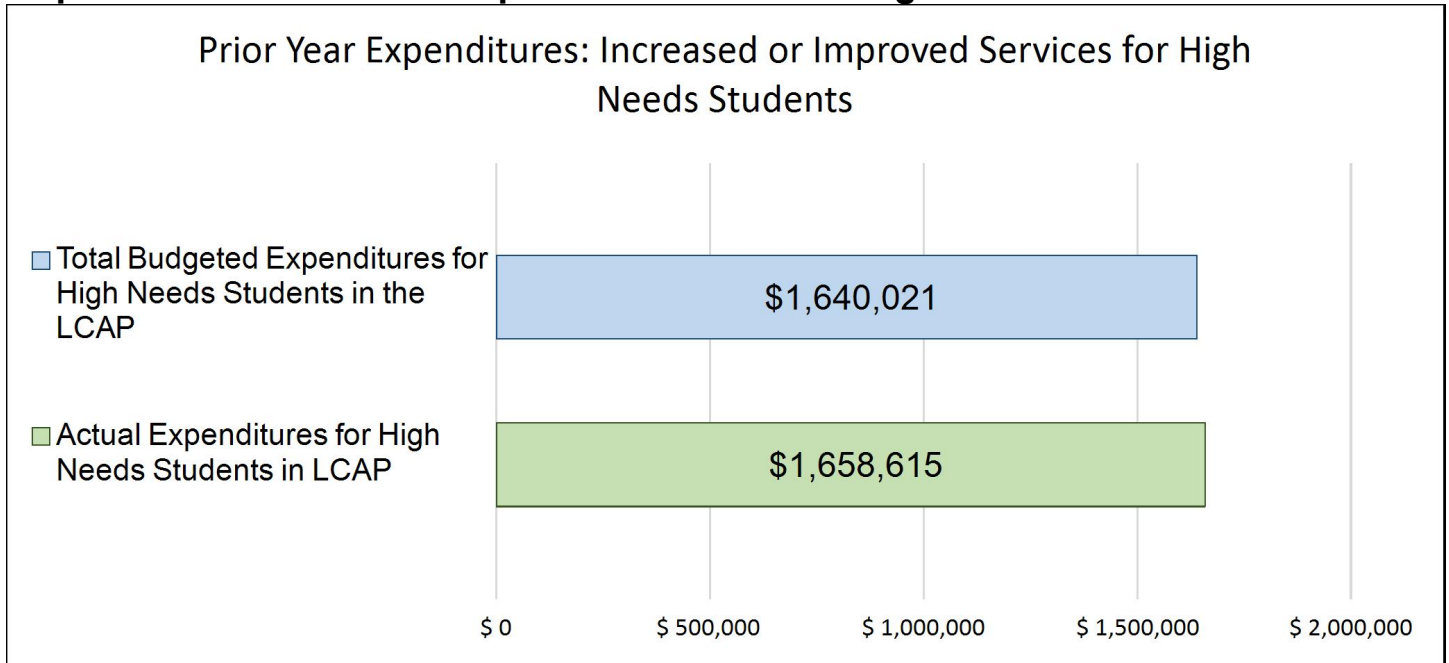
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, maintenance, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Aspire Lionel Wilson College Preparatory Academy is projecting it will receive \$1,451,924 based on the enrollment of foster youth, English learner, and low-income students. Aspire Lionel Wilson College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Lionel Wilson College Preparatory Academy plans to spend \$1,643,071 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Aspire Lionel Wilson College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Lionel Wilson College Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Aspire Lionel Wilson College Preparatory Academy's LCAP budgeted \$1,640,021 for planned actions to increase or improve services for high needs students. Aspire Lionel Wilson College Preparatory Academy actually spent \$1,658,615 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Lionel Wilson College Preparatory Academy	Tommy Gonzalez Principal	tommy.gonzalez@aspirepublicschools.org 510-635-7737

Goals and Actions

Goal

Goal #	Description
1	We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) Distance from Standard (DFS)	SBAC ELA Results (SY 2018-2019) * All: -30 * African American/Black: -106.3 * English Learners: -71.5 * Socioeconomically disadvantaged: -31 * Hispanic/Latinx: -26.3 * Students with Disabilities: -122.9	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	SBAC ELA DFS (SY 2021-2022) * All: -40.8 * African American/Black: data not displayed for privacy * English Learners: -84.8 * Socioeconomically disadvantaged: -40.2 * Hispanic/Latinx: -40 * Students with Disabilities: -122.1	SBAC ELA DFS SY 2022-2023 CA School Dashboard * All: -40.9 * African American/Black: data not displayed for privacy * English Learners: -89.9 * Socioeconomically disadvantaged: -44.9 * Hispanic/Latinx: -40.4 * Students with Disabilities: -142.3	* All: -34.8 * African American/Black: -34.8 * English Learners: -78.8 * Socioeconomically disadvantaged: -34.2 * Hispanic/Latinx: -34 * Students with Disabilities: -116.1
Smarter Balanced Assessment (SBAC) Results in Mathematics	SBAC Math Results (SY 2018-2019) * All: -76.5	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other	SBAC Math Results (SY 2021-2022) * All: -131.4	SBAC Math DFS SY 2022-2023 CA School Dashboard * All: -120.2	* All: -125.4 * African American/Black: -125.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS)	<ul style="list-style-type: none"> * African American/Black: -162.6 * English Learners: -113.6 * Socioeconomically disadvantaged: -77.7 * Hispanic/Latinx: -71.6 * Students with Disabilities: -162.7 	internal assessments were used to monitor student academic progress.	<ul style="list-style-type: none"> * African American/Black: data not displayed * English Learners: -161 * Socioeconomically disadvantaged: -130.6 * Hispanic/Latinx: -130.7 * Students with Disabilities: -193.2 	<ul style="list-style-type: none"> * African American/Black: data not displayed * English Learners: -157.9 * Socioeconomically disadvantaged: -118.9 * Hispanic/Latinx: -120.5 * Students with Disabilities: -184.5 	<ul style="list-style-type: none"> * English Learners: -155 * Socioeconomically disadvantaged: -124.6 * Hispanic/Latinx: -124.7 * Students with Disabilities: -187.2
% of EL students making progress toward ELPAC proficiency	<p>2019 CA School Dashboard:</p> <p>29% making progress towards English language proficiency</p>	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	<p>2022 ELPI</p> <p>36% of ELs making progress towards English language proficiency</p>	<p>2023 ELPI</p> <p>63.4% of ELs making progress towards English language proficiency</p>	28% desired outcome for 2024.
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	<p>2021 ELPAC percentages are:</p> <p>Level 1: 9.09%</p> <p>Level 2: 23.23%</p> <p>Level 3: 45.45%</p> <p>Level 4: 22.22%</p>	<p>2022 ELPAC percentages are:</p> <p>Level 1: 18.42%</p> <p>Level 2: 31.58%</p> <p>Level 3: 42.11%</p> <p>Level 4: 7.89%</p>	<p>2023 ELPAC percentages are:</p> <p>Level 1: 13.46%</p> <p>Level 2: 19.23%</p> <p>Level 3: 32.69%</p> <p>Level 4: 34.62%</p>	<p>2023 ELPAC percentages are:</p> <p>Level 1: 12%</p> <p>Level 2: 35%</p> <p>Level 3: 30%</p> <p>Level 4: 23%</p>
EL Reclassification Rate	<p>2019-2020 RFEP Rate</p> <p>23.7%</p>	<p>2020-2021 RFEP Rate</p> <p>0%</p>	<p>2021-2022 RFEP Rate</p> <p>16.4%</p>	<p>2022-2023 RFEP Rate (MLL Compliance Dashboard)</p> <p>39.8%</p>	28% desired outcome for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate as a Percentage on CA School Dashboard	2019-2020 Graduation Rate 93.1% (four-year adjusted cohort graduation rate, CDE DataQuest; data pulled from DataQuest since graduation rate was not reported on 2020 CA School Dashboard)	2021 Graduation Rate 89.2% (four-year adjusted cohort graduation rate, CDE DataQuest)	2022 Graduation Rate 90.6% (CA School Dashboard)	2022-2023 Graduation Rate (CA School Dashboard) 97.2%	95% desired outcome for 2024.
CA School Dashboard: College and Career Readiness as a percentage	2019 CA School Dashbord College and Career Readiness Indicator: 75.9%	Data not reported on 2021 Dashboard	Data not reported on 2022 Dashboard	2022-2023 College & Career Readiness (CA School Dashboard) 38.9% Prepared	78% desired outcome for 2024.
Sufficient Access to Standards Aligned Curriculum and Materials As reported on SARC	SY 2019-2020 100% of classrooms will use standards aligned curriculum and materials	SY 2020-2021 100% of classrooms will use standards aligned curriculum and materials	SY 2021-2022 100% of classrooms will use standards aligned curriculum and materials	2022-2023 SARC 100% of classrooms will use standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials
Implementation of academic content and performance standards (Local Indicator, priority 2, self-reflection)	100% of classrooms use standards aligned curriculum and materials	100% of classrooms use standards aligned curriculum and materials	100% of classrooms use standards aligned curriculum and materials	2022-2023 CA School Dashboard, Local Indicator 100% of classrooms use standards aligned	100% desired outcome for 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				curriculum and materials	
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, priority 2, self-reflection)	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	2022-2023 CA School Dashboard, Local Indicator 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% desired outcome for 2024
% of pupils who successfully completed A-G	100% as measured by CDE DataQuest	58.5% in 2020-21	2021-2022 57% (CDE DataQuest)	2022-2023 A-G Completion Rate (Aspire Org Metric Tool) 84%	100% desired outcome for 2024.
% of students who passed AP exam with score of 3 or higher	41% for 2019	38% in 2021	2021-2022 43%	2022-2023 21% Passed AP with score of 3 or higher	45% desired outcome for 2024.
p. 8 Other academic outcomes (STAR, DIBELS, etc)	Grades 6-8: STAR Reading 31% in 2019-2020 i-Ready Math N/A in 2019-2020 Grades 9-12: STAR Reading: 41% in 2019-2020 NWEA MAP Math: N/A in 2019-2020	We no longer administer the STAR	We no longer administer the STAR	We no longer administer the STAR	We no longer administer the STAR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
p. 8 Other academic outcomes (STAR, DIBELS, etc)	<p>We now administer the iReady and NWEA Map as of 2021-22 School Year</p> <p>Baseline same as year 2 outcome</p>	We began administering iReady and NWEA MAP during the 21-22 school year	<p>2021-2022</p> <p>iReady Reading % of students who met annual typical growth</p> <p>Grade 6: 55% Grade 7: 65% Grade 8: 74%</p> <p>iReady Math % of students who met annual typical growth</p> <p>Grade 6: 45% Grade 7: 43% Grade 8: 52%</p> <p>NWEA MAP Reading Average conditional growth index (CGI)</p> <p>Grade 9: 0.24 Grade 10: 0.46 Grade 11: 0.19</p> <p>NWEA MAP Math</p> <p>Grade 9: -0.21 Grade 10: 0.02 Grade 11: 0.47</p>	<p>2023-2024 (Data Portal) Winter</p> <p>iReady Reading % of students who met annual typical growth</p> <p>Grade 6: 51% Grade 7: 44% Grade 8: 61%</p> <p>iReady Math % of students who met annual typical growth</p> <p>Grade 6: 53% Grade 7: 60% Grade 8: 49%</p> <p>NWEA MAP Reading Average conditional growth index (CGI)</p> <p>Grade 9: -0.06 Grade 10: -0.07 Grade 11: 0.15</p> <p>NWEA MAP Math</p> <p>Grade 9: 0.26 Grade 10: 0.31</p>	<p>Grades 6-8:</p> <p>i-Ready Reading: 45% in 2023-2024</p> <p>i-Ready Math: 35% in 2023-2024</p> <p>Grades 9-11: NWEA MAP Reading: 50% in 2023-2024 NWEA MAP Math: 40% in 2023-2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 11: 0.21	
p. 8 Other academic outcomes (CTE %)	CTE Pathway Completion 0% according to 2019 dashboard	TBD at end of 2022 school year	CTE Pathway still under development	2022-2023 CA School Dashboard, Local Indicator CTE Pathway still under development	80% completion in 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Curriculum and Instruction (Actions 1.1, 1.2, 1.4)

This group of actions focused on updating and enriching the curriculum with new resources such as Eureka 2.0 and Open Sci-Ed, alongside providing regular professional development to integrate these into teaching practices. Efforts included adopting individualized learning platforms like IXL and ensuring all students could access Chromebooks for 1:1 technology use. Additionally, regular assessments and data discussions were held to adapt and improve instructional strategies based on student performance continuously.

Master Scheduling and Student Support (Actions 1.3, 1.5, 1.6)

The master schedule was carefully crafted to ensure equitable access to core content and enrichment opportunities, including arts and dual enrollment courses. Special attention was given to multilingual learners and students with special needs, ensuring they received appropriate instructional support and integration into the general education setting through thoughtful scheduling and targeted professional development.

Community Engagement and Cultural Responsiveness (Actions 1.2, 1.7, 1.8, 1.9)

Professional development sessions on Culturally Responsive Teaching and initiatives like the Black Student Union aimed to foster an inclusive educational environment. The school also continued to enhance its Linked Learning pathways and provided extensive opportunities for college and career readiness, emphasizing community involvement and real-world learning through work-based learning, job shadowing, and internship experiences.

Professional Development and Staff Support (Actions 1.1, 1.2, 1.4, 1.6)

Significant efforts were made to support staff through professional development focused on new curricular tools, culturally responsive teaching, and special education strategies. Regular coaching, feedback sessions, and professional learning communities were integral to maintaining high teaching standards and addressing the diverse needs of the student body.

Adaptation in Art Instruction (Specific to Action Implementation)

A substantive change occurred in the arts department, where a third art teacher was hired following the departure of the previous drama teacher. This adjustment was necessary to maintain the continuity and quality of arts education, illustrating the school's flexibility and commitment to providing comprehensive educational experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, Aspire Lionel Wilson College Preparatory Academy implemented strategic actions under Goal 1 to enhance curriculum delivery, instructional quality, and comprehensive student support. These actions aimed to improve academic outcomes and ensure equitable access to educational opportunities. The following assessment leverages specific metrics data to evaluate the effectiveness of these actions, providing insights into their impact on the school's educational objectives.

Effective Actions:

Action 1.1 (Grade Level Curriculum):

Ongoing professional development for curriculum implementation, supported by the renewal of the IXL subscription and the provision of Chromebooks, has facilitated enhanced learning experiences. These resources support our efforts in addressing academic needs, as evidenced by the stable Distance from Standard (DFS) scores in English Language Arts, where the change from the baseline is minimal compared to previous years.

Action 1.2 (Instruction - CRT):

Integrating culturally responsive teaching through professional development and instructional rounds has contributed to maintaining engagement and instructional quality. This is reflected in consistently applying standards-aligned curriculum across classrooms, ensuring all students, including English Learners, receive relevant and accessible education.

Action 1.3 (Instruction - Master Scheduling):

The scheduling process provides comprehensive access to enriched and core academic content. This organizational approach supports academic performance by facilitating balanced and inclusive educational opportunities, which is crucial for maintaining high engagement and participation rates.

Action 1.4 (Instruction - Assessment):

The focus on regular professional development related to assessment and data discussions has supported a nuanced understanding of student performance, helping teachers adjust instructional strategies effectively. This action aligns with stable DFS scores in mathematics, demonstrating continued efforts to improve academic outcomes.

Action 1.5 (Multi-lingual Language Learners):

The consistent delivery of designated English Language Development has contributed significantly to the increase in ELPAC proficiency, where 63.4% of EL students are making progress, a substantial improvement from previous years. This success highlights the effectiveness of targeted language support and instructional strategies.

Action 1.6 (SPED):

Enhancements in co-teaching and specialized instruction for SPED students ensure that educational practices are inclusive and effectively tailored, which is critical in maintaining equitable educational outcomes across all student groups, including those with disabilities.

Action 1.7 (Black Excellence):

Continuous engagement with the Black student community through various programs and direct feedback mechanisms has fostered a more inclusive school experience, contributing to a sense of belonging and cultural acknowledgment within the school environment.

Action 1.8 (College & Career Readiness):

The collaboration with the Peralta Community College District and the sustained effort in offering dual enrollment opportunities align with improved college and career readiness metrics, which show an observable advancement in students' preparedness for post-secondary success.

Action 1.9 (Linked Learning):

The ongoing development of the Engineering Design Linked Learning pathway and expanded work-based learning opportunities directly support the school's goal of achieving Gold Certification, reflecting a commitment to high-quality, career-oriented education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

It is important to highlight that none of the actions implemented in the previous cycle have been labeled as ineffective; each continues to contribute positively towards achieving our updated goals. This underscores our commitment to maintaining high standards of educational excellence and accountability.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	We will cultivate communities that foster inclusive, joyful, and safe learning environments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	19-20 Aspire Student Survey Reponses: <ul style="list-style-type: none"> 72% felt safe during school. 	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> 54% felt safe during school 	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> School safety: 60% of students responded favorably 	2023-2024 Aspire Student Survey <ul style="list-style-type: none"> School Safety: 48% responded favorably 	90% desired outcome for 2024.
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> All Students: 7.8% African American/Black: 17.6% Hispanic/Latinx: 7.4% English Learners: 7.3% 	2022-2023 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> All Students: 4% African American/Black: Data not displayed for privacy Hispanic/Latinx: 3.9% 	Suspension rate of 4.5% or lower with a decline of at least 0.3% from the previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 8.4% Students with Disabilities: 11.4% 	<ul style="list-style-type: none"> English Learners: 6% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 8% 	
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	19-20 Chronic Absenteeism Rates from Aspire Data Portal All: 3% African American: 23.5% English Learners: 0% Latinx: 1.6% SPED: 6.1%	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) <ul style="list-style-type: none"> All: African American/Black: Hispanic/Latinx: English Learners: Socioeconomically disadvantaged: Students with Disabilities: 	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 18.6% African American/Black: data not displayed Hispanic/Latinx: 17.9% English Learners: 20.9% Socioeconomically disadvantaged: 18.5% Students with Disabilities: 28% 	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 23.70% African American/Black: data not displayed Hispanic/Latinx: 23.20% English Learners: 31.00% Socioeconomically disadvantaged: 24.80% Students with Disabilities: 33.30% 	Desired Outcome for 2024: All: <3% African American: <3% English Learners:<3% Latinx: <3% SPED: <3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	Baseline data from 20-21 Family Survey Data on_data portal 85% of parents responded Strongly Agree or Agree to the family survey question "1 am encouraged to share my opinion and feedback in the school decision making process."	74% positive from 2021-22 Spring Survey	22-23 Aspire Family Survey 53% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	2023-2024 Aspire Family Survey <ul style="list-style-type: none"> Barriers to Engagement: 90% responded favorably Family Engagement: 13% responded favorably 	100% Desired outcome for 2024.
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth How we will promote parental participation in programs for students with special needs? (LCFF Priority 3)	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth	We anticipate 4 or more engagement activities per year. For SY 2021-22 parent engagement activities met 4 or more.	No Data Provided	2022-2023 CA School Dashboard, Local Indicator We have biweekly Parent Advisory Council meetings, monthly Coffee with the Principal chats, and SSC/ELAC meetings to get input in our programming, resource allocation, and policies.	100% Desired outcome for 2024.
School Attendance Rate	2019-2020 Average Attendance Rate 97.3%	2020-2021 Average Attendance Rate 96.3%	2021-2022 Average Attendance Rate 92.2%	2023-2024 Attendance Rate (P2) 90.40%	97% Desired outcome for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.c&d: Middle and High School Drop Out Rate	3.4% High School Dropout Rate for 19-20.	6.5% dropout rate for 2020-21	2021-2022 7.7% (5 yr cohort outcome, CDE DataQuest)	2022-2023 Dropout rate 7.94% (5 yr cohort outcome, CDE DataQuest)	1% desired outcome for 2024.
6.b: Pupil Expulsion Rates	0% Expulsion Rate for the 19-20 data pulled from CDE portal.	2020-2021 0% expulsion rate	2021-2022 0% expulsion rate	2022-2023 Expulsion Rate (CDE DataQuest) 0.2%	0% desired outcome for 2024
6.d: Surveys of parents to measure safety and school connectedness	89% baseline data pulled from 20-21 Family Survey Data on data portal.	77% positive from 2021-22 Spring Survey	2022-2023 Aspire Family Survey <ul style="list-style-type: none"> "The school provides a safe environment for my child(ren)" 63% of families responded favorably 	2023-2024 Aspire Family Survey <ul style="list-style-type: none"> "The school provides a safe environment for my child(ren)" 67% of families responded favorably 	95% desired outcome for 2024.
1 .c: School Facilities in Good Repair	2019 SARC: Overall facility ranking of Good	2020-21 Overall facility ranking - Good	2021-2022 SARC Overall FIT: Good	2022-2023 SARC Overall Condition: Good	Maintain a Good or Above ranking as reported by the SARC
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth,	100% of students, including EL, Low-income, Foster Youth,	2021-2022	2022-2023 CA School Dashboard, Local Indicator	100% Desired outcome for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Family and Community Engagement & Outreach (Actions 2.1)

Consistent and variety in family and community engagement events led to an overall increase in families responding favorably to having access to school decision-making processes and involvement. There was an increase in families reporting improvements in safety and school connectedness from last year to this year, attributed to our community engagement manager's outreach to families and having monthly community events.

Attendance and Chronic Absenteeism (Actions 2.1, 2.2, 2.4)

Adopting weekly enrollment and attendance meetings with protocols to look at attendance data is beginning to lead to a focused approach to reducing chronic absenteeism and improving average daily attendance (ADA). Schoolwide attendance initiatives like weekly raffles for most improved attendance and grade-level attendance competitions have slightly enhanced the ADA from semester one to two. Through a partnership with the Alameda County Office of Education, we have seen an improvement in adopting evidence-based approaches to connect with families to discuss the importance of attendance and develop individualized attendance support plans. Students are referred to our mental health therapist through the COST process when additional intervention is needed to support scholars.

Climate and Culture (Actions 2.3, 2.4, 2.6, 2.7)

Focusing on our athletic department and implementing a COST process for teachers has led to sustained perceptions of student sense of belonging and a decrease in student suspension rates with a projection of a continued decrease by the end of this school year.

Student Suspension Rates (Specific to Action Implementation)

A substantive change occurred in our Student Wellness Team's response to behavior. We adopted a suspension council with relevant stakeholders to determine whether Ed. Code was breached, and alternatives to out-of-school suspension were explored, which led to a significant decrease in suspensions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, Aspire Lionel Wilson College Preparatory Academy implemented strategic actions under Goal 2 to enhance our school's climate and culture. The following assessment leverages specific metrics data to evaluate the effectiveness of these actions, providing insights into their impact on the school's educational objectives.

Action 2.1 (Family and Community Engagement & Outreach):

Ongoing family and community engagement has led to a 90% favorability rating in engagement from families. With multiple opportunities and forums for families to provide input, families are reporting a decrease in barriers to providing input into our school programming. Our community outreach manager continuously partners with families and local organizations to increase family and community engagement.

Action 2.2 (Attendance):

Regularly holding Student Attendance Review Team (SART) meetings with families has improved Average Daily Attendance from semesters one to two. With the launch of our enrollment and attendance team and through the continuous support of the Alameda County Office of Education, we are adopting evidence-based approaches to ameliorate chronic absenteeism.

Action 2.3 (SEL):

The focus on restorative practices continues to improve student safety and connectedness, as reported by families. Staff receives ongoing professional development on restorative practices like de-escalation and co-regulation techniques and trauma-sensitive training.

Action 2.4 (COST):

Refinements to our Coordination of Services Team (COST) support our most marginalized scholars. Grade-level teams regularly meet to discuss failing grades using protocols, interventions for scholars, and mental health referrals, which has stabilized the dropout rates from year to year.

Action 2.6 (Student Athletics):

Expanding our sports programming has led to increased student engagement and a subsequent decrease in suspension rates.

Action 2.7 (Culture and Climate):

Shifts in the Apsire Student Survey have led to changes in our results, particularly at the middle school level. When disaggregated, high school student survey results show our school's culture and climate are trending in the right direction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We noticed a need to consolidate our family advisory committees into one monthly meeting to promote engagement and attendance. We merged our Family Advisory Committee and Black Family Advisory group into our SSC structure and cadence, including our bi-weekly Charter Renewal Leader meetings.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 .a Teacher Credentials	2019 SARC: 79% of teachers with full credentials	78% of teachers with full credentials	2021-2022 SARC Information will be updated after CDE updates SARC teacher credentialing information	2022-2023 SARC 83.12% Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
6.e Teacher Sense of Safety and School Connectedness as a Percentage			2022-2023 Aspire Teammate Survey <ul style="list-style-type: none"> Belonging: 60% of staff responded favorably, 75% of teachers responded favorably 	2023-2024 Aspire Teammate Survey (Winter) <ul style="list-style-type: none"> Belonging: 69% responded favorably 	100% Desired outcome for 2024.
I have positive working relationships	97% positive from 2020-21	96% positive from 2021-22 Spring Survey	2022-2023 Aspire Teammate Survey	2023-2024 Aspire Teammate Survey	> 95% Desired outcome for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with parents and families at my school.			<p>Question no longer on Aspire Teammate Survey. Similar question used to update year 2 outcome.</p> <ul style="list-style-type: none"> • Belonging: 60% of staff responded favorably, 75% of teachers responded favorably 	<p>(Winter)</p> <ul style="list-style-type: none"> • School Climate: 56% responded favorably 	
My site's goals for student achievement are clear and well-defined.	88% positive from 2020-21	76% positive from 2021-22 Spring Survey	<p>2022-2023 Aspire Teammate Survey</p> <p>Question no longer on Aspire Teammate Survey. Similar question used to update year 2 outcome.</p> <ul style="list-style-type: none"> • Staff- leadership relationships: 20% of staff responded favorably, 42% of teachers 	<p>2023-2024 Aspire Teammate Survey (Winter)</p> <ul style="list-style-type: none"> • Staff Leadership Relationships : 50% responded favorably 	> 95% Desired outcome for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			responded favorably		
I have adequate training to integrate Social-Emotional Learning (SEL) into my classroom practices.	89% positive from 2020-21	67% positive from 2021-22 Spring Survey	<p>2022-2023 Aspire Teammate Survey</p> <p>Question no longer on Aspire Teammate Survey. Similar question used to update year 2 outcome.</p> <ul style="list-style-type: none"> Cultural awareness and action (student focus): 67% of teachers responded favorably 	<p>2023-2024 Aspire Teammate Survey (Winter)</p> <ul style="list-style-type: none"> Cultural Awareness and Action: 52% responded favorably. 	> 95% Desired outcome for 2024.
My principal, assistant principal, or dean provides effective feedback and coaching that helps me improve my teaching.	89% positive from 2020-21	85% positive Non-Teachers, 86% teachers from 2021-22 Spring Survey	<p>2022-2023 Aspire Teammate Survey</p> <p>Question no longer on Aspire Teammate Survey. Similar question used to update year 2 outcome.</p> <ul style="list-style-type: none"> Feedback and 	<p>2023-2024 Aspire Teammate Survey (Winter)</p> <ul style="list-style-type: none"> Feedback and coaching: 71% responded favorably 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			coaching: 50% of teachers responded favorably		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Coaching and Professional Development (Actions 3.1 and 3.2)

The Instructional Leadership Team (ILT) collaborated on coaching caseloads based on strengths to develop our instructors more quickly and improve teaching and learning experiences for all learners. The ILT created belief statements around coaching and shared them with staff. The ILT adopted a coaching framework to align coaching for practitioners at varying levels.

Teacher Retention and Affinity Groups (Actions 3.3 and 3.4)

The administration launched a Sunshine Committee to improve teacher retention and deepen the connection and sense of belonging to the school and among staff. The Sunshine Committee has weekly and monthly events to promote staff well-being.

Teacher Credentialing (Actions 3.5 and 3.6)

Credentialing continues to be a priority at the school because the research shows that students with credentialed teachers have more substantial academic gains. The administration works closely with the CMO credentialing department and regional credentialing programs to ensure compliance.

Resident Teacher (Specific to Action Implementation)

A substantive change occurred in the talent pipeline, where a teaching resident from the Aspire Teacher Residency Program could not match with the school site. The site continues working with the Residency Program Director to identify potential mentor matches.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, Aspire Lionel Wilson College Preparatory Academy implemented strategic actions under Goal 3 to enhance the development of our talent, accelerate student learning, and disrupt racist practices in education. These actions aimed to improve our teachers' pedagogy and sense of belonging. The following assessment leverages specific metrics data to evaluate the effectiveness of these actions, providing insights into their impact on the school's educational objectives.

Action 3.1 (Regular Coaching):

Ongoing student-centered tiered coaching continues to accelerate the development of our instructors. There was a 20% increase in staff favorably responding to feedback from their coaches to improve their practices to support the learning outcomes for their scholars. The instructional leadership team coaches regularly meet to engage in consultancy and strategize on coaching support for staff.

Action 3.2 (Culturally Responsive Teaching Professional Development):

Integrating culturally responsive teaching through professional development and instructional rounds has contributed to maintaining engagement and instructional quality, especially in math. The increase in teachers reporting the school's goals is apparent and a testament to the professional development scope and sequence and, ultimately, the efficacy.

Action 3.3 (Teammate Retention):

The implementation of the Sunshine Committee and weekly professional development snack time has improved staff satisfaction at the school. Teachers have protected prep and lunchtime significantly more than surrounding CMOs and district schools. Focusing on teacher well-being continues to be the primary driver for teacher retention.

Action 3.4 (Affinity Groups):

Quarterly affinity groups during regional professional learning days have deepened the sense of belonging among staff, specifically among staff of color. Staff report being seen, heard, and valued at the school site.

Action 3.5 (Pipeline Development):

Retaining former teacher residents from the Aspire Teacher Residency program has improved the number of credentialed teachers due to the program's requirements.

Action 3.6 (Teacher Credentialing):

Strengthening partnerships with surrounding credentialing programs has led the school to the highest rate of credentialed teachers in the past three years. Intentionally matching teachers with credentialing programs that mirror their strengths and goals continues to improve credentialing outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are working closely with the regional residency director to match an expert teacher with a resident for next year. Our organization is drafting an MOU with UC Berkeley to continue our partnership for next year.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Lionel Wilson College Preparatory Academy	Tommy Gonzalez Principal	tommy.gonzalez@aspirepublicschools.org 510-635-7737

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Our school community is in the Sobrante Park neighborhood in Oakland, California. Oakland is about eighteen miles from San Francisco and has a rich history dating back more than 5,000 years to the Ohlone People. Today, the city has a rich mix of cultures and languages. According to the 2019 U.S. Census, Oakland comprises the following ethnic demographics: 27% Latino or Hispanic, 22.7% Black or African-American, 34.4% white or Caucasian, 15.8% Asian or AAPI, 0.6% Pacific Islander or Native Hawaiian, and 0.9% American Indian or Indigenous (U.S. Census Bureau (2019) Demographic Profile).

Aspire Lionel Wilson College Preparatory opened its doors on September 3, 2002. Currently, we serve 415 sixth through twelfth graders, most of whom qualify for free and reduced lunch and are multilingual learners. The school is named after Lionel Wilson, the first African-American mayor of Oakland.

The students and families live primarily within two miles of our school. The demographics of the school’s home neighborhood, Sobrante Park, is predominantly Black and Latinx.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overall, we made gains in most indicators, except ELA, where we maintained, and chronic absenteeism, which went up 5%. A highlight is our substantial growth in ELPAC proficiency, which increased by 28%. We launched a Multilingual (MLL) Department this year to maintain our progress toward ELPAC proficiency. Our MLL Department offers designated and integrated English Language Development (ELD). Every EL student receives a designated block to acquire Standard English. We have a team of three teachers that support this work. In addition, our MLL department supports general education teachers with integrated ELD coaching. We launched a newcomer program this year, too. We continue to support our teaching faculty with professional development on EL supports.

It's essential to acknowledge the areas of concern identified on the 2022-2023 Dashboard. Our English Learners in ELA and our Students with Disabilities in both ELA and Math were marked red. Specifically, English Learners experienced a -5.10 change from the prior year in ELA, moving into the red category, and Students with Disabilities saw a -15.40 change in ELA, further emphasizing the need for focused interventions in these areas.

Another noteworthy indicator is our suspension rate. We reduced our suspension rate by 4%. We offered multiple professional development opportunities around restorative justice and trauma-informed practices, which has reduced our referrals and suspension rate because we are no longer relying singularly on exclusionary practices. Our focus on restorative justice has also improved the climate and culture of our school.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Reason for DA Identification: In 2022, our Local Educational Agency (LEA) faced significant challenges with the English Learner student group, which were highlighted by 'Red' ratings in both English Language Arts (ELA) and Mathematics. Additionally, this group was marked with a 'Red' rating in Chronic Absenteeism, indicating a persistent issue. Moving into 2023, these challenges continued, as the English Learner student group was again identified as 'Red' in ELA and 'Orange' in Mathematics. Chronic Absenteeism remained a critical concern, with another 'Red' rating. Due to these ongoing issues, our LEA has qualified for Differentiated Assistance in the 2024-25 Local Control and Accountability Plan (LCAP).

We determined that the first step to addressing the challenges was to prioritize attendance because students need to be at school in order to improve learning outcomes. To address the challenges in chronic absenteeism for English Learners, ACOE has supported with data analysis and progress monitoring of absenteeism data from CAL PADS. They have joined our Principal, Assistant Principal and Business Manager professional development in order to partner with school administrators to analyze attendance data, determine trends, identify tiered interventions and determine incentives. Each quarter Attendance Team leads have engaged in a deep analysis of attendance data in order to develop an Attendance Strategic Action Plan for the school site. Additionally, the school prioritized developing an attendance team that meets weekly to progress monitor attendance trends and ensure that the school is on track to meeting school wide, grade level, and attendance goals for African American students and students with disabilities subgroups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators, Teachers, and Non-instructional Staff Members	Engaged through Annual Teammate Surveys conducted in the Fall of 2023 and Winter of 2024, weekly feedback surveys, weekly PD surveys, weekly grade level meetings, and Lead Team Meetings conducted weekly. These forums gathered feedback on belonging, cultural awareness, professional learning, and workplace environment. Teachers and staff take the Panorama and TNTP Insight surveys twice a year. We also engage staff in empathy interviews to gather input.
Students	Engaged through the Annual Student Panorama and YouthTruth Surveys administered in the Fall of 2023 and Winter of 2024, focusing on classroom climate, belonging, and SEL, with questions designed to capture their classroom experiences and sense of belonging. Student government provides weekly feedback to the leadership team.
Parents (SSC and ELAC Members, Other Parents)	Engaged through the Annual Family Panorama and YouthTruth Surveys in Fall 2023 and Winter of 2024, quarterly SSC and ELAC in-person meetings, and monthly Coffee with the Principal sessions. These engagements provided insights into barriers to engagement, family engagement preferences, and feedback on LCAP goals.
SELPA (Special Education)	Weekly consultations with SELPA to discuss needs and feedback regarding students with disabilities, ensuring their perspectives are incorporated into program planning and LCAP development.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through surveys, meetings, and empathy interviews, we gathered invaluable feedback from administrators, teachers, staff, students, and parents, including key stakeholder groups such as SSC and ELAC members and SELPA. This process was instrumental in aligning our LCAP with the community's strengths, needs, and priorities.

Key outcomes from this engagement include introducing new actions to enhance our instructional programming, particularly for English Learners and Students with Disabilities in ELA. We also created goals to lessen our chronic absenteeism for all groups of students. Notably, the process highlighted the need for actions specifically designed to support English Learners and Students with Disabilities, resulting in enhanced Multilingual Department programming, culturally responsive teaching practices, and maintaining this year's shift to our co-teaching inclusion model.

Based on this engagement, adjustments were made to the LCAP, including reallocating resources towards more impactful initiatives, such as expanded professional development for teachers to support English Learners and Students with Disabilities in ELA, climate and culture programming to reduce the chronic absenteeism rate for all schoolers, and the removal of less effective actions. These changes underscore our commitment to strategic resource allocation, continuous improvement, and increased or improved services for English Learners and Students with Disabilities.

The LCAP's development was a testament to our collaborative, transparent, and accountable approach to meeting our students' educational needs, leveraging community feedback to prioritize initiatives that promise the most significant impact on student achievement and well-being, all grounded in evidence-based approaches.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To advance teacher instructional quality and student academic performance across our educational community, emphasizing the integration of culturally responsive pedagogy and practice and research-based strategic instructional teaching and data analysis practices. This instructional priority will lead to culturally responsive classrooms and educators equipped with the skills to facilitate learning and foster a community of independent student learners. We will see increases in student academic proficiency levels and growth rate as measured by mclass, iReady and SBAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -40.9 African American/Black: data not displayed for privacy English Learners: -89.9			2025-2026 SBAC ELA DFS All: -25.90 African American/Black: data not displayed for privacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -44.9 Hispanic/Latinx: -40.4 Students with Disabilities: -142.3			English Learners: -74.90 Socioeconomically disadvantaged: -29.90 Hispanic/Latinx: -25.40 Students with Disabilities: -127.30	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -120.2 African American/Black: data not displayed English Learners: -157.9 Socioeconomically disadvantaged: -118.9 Hispanic/Latinx: -120.5 Students with Disabilities: -184.5			2025-2026 SBAC Math DFS All: -105.20 African American/Black: data not displayed English Learners: -142.90 Socioeconomically disadvantaged: -103.90 Hispanic/Latinx: -105.50 Students with Disabilities: -169.50	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 21.82% Met & Exceeded			2025-2026 Science Test 26.82% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC	2022-2023 ELPI			2025-2026 ELPI	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency (ELPI) CA School Dashboard	59.30% of ELs making progress towards English language proficiency			69% of ELs making progress towards English language proficiency	
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 39.8%			2025-2026 RFEP Rate Maintain 15% or above	
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.			2025-2026 100% of students have access to standards aligned curricular materials.	
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4			2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL	2023-2024 Rate the LEA's progress in providing professional learning for			2026-2027 Average Rating: 4 or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency (Local Indicator, Priority 2 self-reflection)	teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4				
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth Grade 6: 51% Grade 7: 44% Grade 8: 61% iReady Math % of students that met annual typical growth Grade 6: 53% Grade 7: 60% Grade 8: 49%			2026-2027 iReady Reading % of students that met annual typical growth Grade 6: 66% Grade 7: 59% Grade 8: 76% iReady Math % of students that met annual typical growth Grade 6: 68%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 7: 75% Grade 8: 64%	
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art			2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 97.2%			2025-2026 High School Graduation Rate 98.7%	
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 38.90% Black/African American: Data not displayed English Learner: 13.30% Socioeconomically Disadvantaged: 40.00% Hispanic: 40.00%			2025-2026 College and Career Readiness All Students: 68.90% Black/African American: Data not displayed English Learner: 43.30% Socioeconomically Disadvantaged: 70.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Data not displayed			Hispanic: 70.00% Students with Disabilities: Data not displayed	
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 21% of students who passed AP with 3 or higher			2025-2026 60% of students who passed AP with 3 or higher	
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 84%			2025-2026 A-G Completion Rates 100%	
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 68.26% Math: 9.52%			2025-2026 % Met & Exceeded ELA: 73.26% Math: 14.52%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	<p>Purchase needed curriculum replacements to ensure all core subjects have standards-aligned and board-approved curricula.</p> <p>Purchase Riveting Results high school ELA curriculum for ninth and tenth grade to accelerate reading growth for English Learners (ELs) and Students with Disabilities (SWDs) who have been identified as red on the CA school dashboard for SBAC ELA.</p> <p>Provide professional development for continued curriculum implementation (e.g., Eureka 2.0, Open Sci-Ed, EL Education, Integrated Math, etc.), with a specific focus on supporting ELs and SWDs student groups that currently red on the CA School Dashboard (2022-23)</p> <p>Purchase Chromebooks so all students have devices (1:1) and access to regular grade-level content practice experiences.</p> <p>Purchase personalized instruction curriculum (iReady) to support ELs and SWDs for intervention and acceleration in ELA.</p> <p>Provide grade-level and content planning time (e.g., professional learning communities) for lesson planning, unit development, and data analysis, including over-the-break paid planning opportunities, while prioritizing ELs and SWD outcomes.</p> <p>On-going analysis of curriculum with Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum.</p>	\$224,383.00	Yes
1.2	Instruction (Professional Development and	<p>Provide ongoing comprehensive professional development for various stakeholder groups aligned with instructional programs, strategies, and culturally relevant pedagogy and practice, focusing on ELs and SWDs in ELA.</p>	\$368,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Culturally Relevant Pedagogy)	<p>Provide access to ongoing comprehensive professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, EL strategies, and SWDs supports like accommodations and culturally relevant and linguistically responsive teaching (Science of Reading, etc.).</p> <p>Utilize the updated ASLF framework as a coaching tool that integrates Culturally Responsive Teaching strategies into the Culture of Learning and Essential Content domains.</p> <p>Establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education will build stakeholders' capacity.</p> <p>Establish goals for the Multilingual Department to accelerate growth for ELs in ELA.</p> <p>Establish goals for the Special Education Department to accelerate growth for SWDs in ELA.</p> <p>Contract with the National Equity Project to facilitate professional development in liberatory education for staff.</p> <p>Continue to contract with a local restorative justice (RJ) organization to provide ongoing professional development on RJ practices focusing on connections over compliance, trauma-informed practices, and neuroscience behind support for all scholars.</p>		
1.3	Instruction (Master Scheduling)	<p>Continue to create an equitable master schedule that provides students access to all core content and opportunities for enrichment (e.g., PE, arts, dance, and music) with the necessary allotted minutes for core content areas aligned to A-G requirements and the CTE pathway course continuum.</p> <p>Ensure the master schedule has time for intervention at the middle school and credit recovery at the high school to the extent that does not limit access to enrichment.</p> <p>Ensure the master schedule has time for ELA intervention to support ELs and SWDs specifically.</p> <p>Continue to create a master schedule that includes blocks to allow students to take dual enrollment courses per our CCAP agreement with Peralta Community College District.</p>	\$2,318,234.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Continue to design a master schedule that maximizes co-teaching and co-planning with Ed Specialists and Gen Ed teachers to promote reading growth and achievement for SWDs.</p> <p>Continue to build designated English language development into our master schedule to accelerate EL reading growth and reclassification rates.</p> <p>Coordinate services with CTE support staff and site administrative teams each semester to counsel students, review student performance and master schedules, and be intentional about increasing student access to CTE courses and pathways for English Learners (EL), Foster Youth (FY), Students with Disabilities (SWD) and Low Income (LI) students. CTE course sections on the master schedule will be increased to accommodate the increase of SWD, EL, FY, and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on the master schedule and increased CTE participation and completion rates, including increased CCI rates for English learner (EL), Foster Youth (FY), Students with Disabilities (SWD), and Low Income (LI) students.</p> <p>Work with the Regional Expanded Learning Program After School Director to provide academic ELA support for ELs and SWDs.</p>		
1.4	Instruction (Assessment)	<p>Establish and implement a progress monitoring protocol (Data Step Backs) across grade levels and content areas; conduct a six-week data analysis (data-driven strategic next steps and planning), focusing on ELL and students with disabilities achievement in ELA.</p> <p>Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days).</p> <p>Tiering of students aligned to data to leverage specific support to help students master standards; analysis of proficiency and growth rates.</p> <p>Disaggregate assessment data to hone in on EL and SWD ELA strengths and areas for growth, which will inform the next steps in instructional planning.</p> <p>Administer Interim Assessment Blocks (IAB) twice a year.</p> <p>Design and implement beginning-of-chapter assessments, beginning-of-unit assessments, and diagnostic assessments to backward plan lesson cycles and measure growth using the end-of-unit assessments.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Design and implement end-of-chapter assessments, end-of-unit assessments, and exit tickets to reflect the testing question items on the SBAC.		
1.5	Black Excellence	<p>Implement culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Explicitly teaching Black History beyond the surface approach throughout the academic year.</p> <p>Provide access to ongoing comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes, and Perceptions that Impact Learning for Black Students. This is in support of reducing anti-Blackness. We will partner with the National Equity Project to build our staff capacity and expand our equity consciousness.</p> <p>Conduct quarterly learning walks and instructional rounds to review the instructional program, specifically focusing on Black students' academic achievement (including SEL work).</p> <p>Expand the budget for Black Excellence programming.</p> <p>Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.).</p> <p>Conduct field trips for our BSU students to Historically Black Colleges and Universities.</p> <p>Support Black scholars identified as ELs and SWDs with additional ELA programming to accelerate reading growth.</p> <p>Conduct empathy interviews with Black scholars to create personalized incentive plans to reduce the chronic absenteeism rate for scholars designated as chronically absent.</p>	\$0.00	No
1.6	English Learners	<p>Continue to prioritize Designated ELD into the master schedule for ELs. Ensure instructional staff know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL).</p> <p>Continue to provide specific coaching and training on strategies for Integrated EL support, focusing on differentiated instruction and</p>	\$15,110.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>assessments to enhance their learning experience with documentation of agenda, presentation, and sign-in/out sheets, specifically in ELA. Develop and keep a record of systematic opportunities for observation and feedback of PD-implemented instructional strategies with a focus on ELA achievement.</p> <p>Maintain our system to ensure newly enrolled English Learners are identified and placed into Designated ELD within 30 days of enrollment. Provide opportunities for instructional staff to analyze local and state assessments by individual English Learner growth and their progress towards reclassification, documenting EL progress monitoring for each student in their cume file.</p> <p>Meet 100% on-time completion of the Initial ELPAC. Meet or exceed 95% completion on the Summative ELPAC. Provide all state-required communication to families and keep a copy of each communication in each student's cume file. Ensure all student records are up-to-date in PowerSchool and students' cume files. Ensure all eligible students for reclassification are identified and reclassified before Summative ELPAC testing. Monitor the progress of individual students who have reclassified within the last four years and document this progress monitoring in the students' cume file. Upon receiving all summative ELPAC scores, engage in a school-level MLL program evaluation to adjust instruction for the upcoming school year. Develop systematic opportunities for instructional staff to observe and give feedback to each other by implementing Designated and Integrated ELD during instructional rounds and weekly instructional leadership team observations. Implement newcomer intake questionnaires in PowerSchool to support newcomer transition. Expand newly launched newcomer programming. Progress monitor and maximize students' eligibility for the State Seal of Biliteracy and communicate requirements regularly, including AP Spanish testing and ELL reclassification. Ensure appropriate, differentiated accommodations for assessments such as IAB, iReady, SBAC, ELPAC, Exhibitions, and Socratic Seminars. Work with instructional staff to determine which English Learners are growing, maintaining, or regressing on the Summative ELPAC and monitor</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>their growth on internal reading assessments throughout the year to intervene in language development.</p> <p>Work with instructional staff to understand English Learners' MLL indicators, monitor their progress on internal reading assessments throughout the year, and intervene in language development.</p> <p>Work closely with the regional Multilingual Learners Program Coordinator to co-plan sessions and ensure the implementation of best practices in ELD instruction and support.</p> <p>Conduct empathy interviews for ELs to create personalized incentive plans to reduce the chronic absenteeism rate for scholars designated as chronically absent.</p> <p>Host RFEP celebrations.</p>		
1.7	Long-Term English Learners	<p>Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTELs. Monitor LTELs ELA data and create intervention plans to accelerate reading growth.</p> <p>Develop and integrate curricula that reflect the diverse background of LTELs, promoting engagement and connection to learning.</p> <p>Utilize data analysis to tailor instruction to the specific needs of LTELs and monitor progress.</p> <p>Prioritize LTEL students within our MTSS system.</p> <p>Work closely with the families of LTEL students to ensure they know and understand the path towards and impact of reclassification.</p> <p>Provide professional development specific to the needs and teaching strategies of LTEL students.</p> <p>Provide intensified social-emotional support for LTEL students.</p>		No
1.8	SPED	<p>Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, co-planning, data analysis, and collaboration.</p> <p>Create a section in unit plans and week-at-a-glance lesson documents to plan ELA supports and accommodations for SWDs.</p>	\$957,375.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Conduct a program review and co-teach self-assessment with the Program Specialist. Based on the self-assessment, create one to two goals to accelerate reading growth for our students with disabilities.</p> <p>Hire a special populations administrator to systemize processes that support co-teaching.</p> <p>Provide continued professional development on our co-teaching inclusion model, IEPs, and accommodations.</p> <p>Review current practices to ensure data stepbacks are built into your schedule to monitor the success and threats of new models and partnerships.</p> <p>Create ELA goals as a department with clear, research-based strategies for SWDs.</p> <p>Sustain our SpEd schedule to ensure all SAI and BIS minutes are fulfilled.</p> <p>Train and continuously coach SpEd instructional aides to provide high-quality BIS support.</p>		
1.9	College & Career Readiness	<p>Ensure all students can access college courses within their high school pathways through our CCAP with Peralta Community College District.</p> <p>Sustain the College and Career Access Pathway that guarantees dual enrollment courses on our campus.</p> <p>Start one new partnership with a college/university to provide courses aligned to our engineering pathway for our students.</p> <p>Build credit recovery sections into the master schedule.</p> <p>Address students failing multiple courses through team meetings to intervene before reporting periods.</p> <p>Ensure all students needing Credit Recovery take at least one course per semester to recover any necessary units through partnerships.</p> <p>Expand our College and Career Readiness Center's scope to include more internship and Work-Based Learning opportunities.</p> <p>Create College and Career Readiness Department goals to support SWDs' success in reaching achievement in postsecondary life.</p> <p>Secure Peralta Community College courses that will support ELA growth for ELs and SWDs.</p> <p>Achieve Linked Learning Gold Certification for our Design for Social Change: An Engineering Pathway.</p>	\$161,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide in-person summer school options for students needing credit recovery.</p> <p>Provide in-person summer school options for students wanting to accelerate learning through the Peralta Summer Institute.</p> <p>Provide professional development on Grading For Equity.</p> <p>Provide teachers with additional professional development, coaching, and ancillary writing curriculum support throughout the year to help align their instruction, assignments, and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for English learner (EL), Students with Disabilities (SWD), Foster Youth (FY), and Low Income (LI) students to be college and career-ready.</p> <p>Partner with colleges and industries to coordinate services quarterly, with counselors and site administrative teams, who will counsel students and review student needs and performance to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English learner (EL), Students with Disabilities (SWD), Foster Youth (FY), and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY, SWD, and LI students, and to increase their achievement, as evidenced by increased A-G, CCI, and Golden State Seal Merit Diploma rates.</p> <p>Provide all students with guided tours to Colleges, Universities, and Career-related destinations each semester to increase their access to higher education and future careers and occupations.</p>		
1.10	Title I	<p>To enhance academic performance across all student groups, with a focus on aiding ELs and SWDs in ELA, our strategy involves utilizing Title I funds for the following positions:</p> <p>Counselor, College Academic School Support Manager</p> <p>This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions,</p>	\$203,755.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>we aim to provide targeted interventions that directly contribute to student success, specifically for ELs and SWDs in ELA. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal on the development of adult learners will lead to the attraction and retention of teammates. We will see growth in positive responses to our Teammate Survey questions on Coaching, Feedback & Development. Additionally, weekly or biweekly observation and feedback coaching cycles for all teachers and ed specialists will lead to growth in educator instructional practice which will increase student attendance and academic performance outcomes. To assemble and sustain a team of exceptional educational professionals through strategic initiatives aimed at recruitment, development and retention. We will focus on enhancing our team's development by implementing structured models and systems that provide continuous professional growth opportunities. This will include individualized coaching, team coaching, and the formation of vibrant Communities of Practice (CoPs), which will foster a culture of lifelong learning and collaborative innovation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 83.12% fully credentialed			100% fully credentialed	
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey			2026-2027 Aspire Teammate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 56% responded favorably Belonging: 69% responded favorably Well-being: 61% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 52% responded favorably			School Climate: 76% responded favorably Belonging: 89% responded favorably Well-being: 81% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 72% responded favorably	
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 94.2% Retention			2026-2027 to 2027-2028 Retention Maintain 90% Retention	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaching	<p>Maintain our school site differentiated coaching model to ensure that teachers are receiving coaching & feedback cadence according to teacher strengths, needs, goals, and school instructional priorities.</p> <p>Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF).</p> <p>Implement Teachboost to monitor the frequency of coaching and bite-sized coaching points.</p> <p>Teachers create goals using the Aspire Student Learning Framework (ASLF) and have mid-year and end-of-year debriefs to monitor growth.</p> <p>Admin team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year debriefs with principals.</p> <p>Implement weekly walkthrough schedule using the ASLF to align coaches, identify coaching trends, and inform staff of professional development.</p> <p>Develop admin and lead teacher coaches in the Instructional Leadership Team (ILT) by regularly using consultancies, anchor texts, and coaching data analysis.</p> <p>Coach teachers on strategies to accelerate growth in ELA for English Learners (ELs) and Students with Disabilities (SWDs).</p> <p>Create instructional priorities that will promote ELA achievement for ELs and SWDs.</p> <p>Share coaching and walkthrough trends in the weekly Staff Newsletter.</p>	\$231,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identify coaching training for coaches to deepen their coaching practices.		
2.2	Professional Development	<p>Lead staff professional development on the Teachboost platform for all teachers and ed specialists coaching and PLPs.</p> <p>Lead staff professional development on the Aspire Student Learning Framework (ASLF) so that teachers and coaches are aligned on the framework for rigorous, high-quality instruction.</p> <p>Conduct weekly instructional walks with the instructional leadership team to inform our school's instructional priorities and plan PD accordingly.</p> <p>Complete two instructional rounds with teachers and ed specialists to inform the creation of instructional and PD priorities, focusing on EL and SWD achievement.</p> <p>Use evidence and research-based practices to inform the creation of our PD content.</p> <p>Gather PD feedback to adjust future PD topics and content.</p> <p>Host an inaugural PD fair where staff exhibits their teaching strategy or pedagogical practice that others could potentially implement within their space.</p> <p>Create a professional development series to deepen ELA content knowledge to support ELs and SWDs.</p> <p>Lead staff professional development on strategies to reduce chronic absenteeism for all scholars.</p>	\$0.00	No
2.3	Teammate Retention	<p>Staff input sessions on school culture and climate.</p> <p>Weekly staff survey to monitor staff culture and climate.</p> <p>Open office hours with the admin team.</p> <p>Listening Meetings with staff to conduct empathy interviews.</p> <p>Share teammate survey results and leadership's next steps after each survey administration to improve results.</p> <p>Adjust the master schedule to ensure adequate and protected teacher collaboration and planning time (at least ninety minutes per day)</p> <p>Offer paid opportunities to plan during breaks.</p> <p>All teammates write one wellness goal during their Professional Learning Plan (PLP).</p>	\$98,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Establish clear school site onboarding practices to support new teachers new to the profession or role and new to the district.</p> <p>Create opportunities through events that foster authentic team-building activities to deepen our sense of belonging and community.</p> <p>Maintain our Sunshine Committee to prioritize staff wellness.</p>		
2.4	Affinity Groups	Ensure all teammates have ability to attend regional affinity groups.	\$0.00	No
2.5	Pipeline Development	<p>During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, conferences, etc.).</p> <p>Work towards securing one Alder Resident and two student teachers from Cal State East Bay or the University of California, Berkeley.</p>	\$0.00	No
2.6	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing such that schools are working to improve and clear Teacher Misalignments.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>To elevate and personalize student learning experiences for all subgroups across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies and interventions. This goal on school culture and climate emphasizes the use of data to develop differentiated systems of support that will lead to improved student engagement and chronic absenteeism rates, and lower suspension rates.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	<p>2022-2023 Chronic Absenteeism Rate</p> <p>All: 23.70%</p> <p>African American/Black: data not displayed</p> <p>Hispanic/Latinx: 23.20%</p>			<p>2025-2026 Chronic Absenteeism Rate</p> <p>All: 14.70%</p> <p>African American/Black: data not displayed</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 31.00% Socioeconomically disadvantaged: 24.80% Students with Disabilities: 33.30%			Hispanic/Latinx: 14.20% English Learners: 22% Socioeconomically disadvantaged: 15.80% Students with Disabilities: 24.30%	
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4% African American/Black: Data not displayed for privacy Hispanic/Latinx: 3.9% English Learners: 6% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 8%			2025-2026 Suspension Rate All Students: 3.1% African American/Black: Data not displayed for privacy Hispanic/Latinx: 3% English Learners: 5.1% Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 7.1%	
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 90.40%			2026-2027 Attendance Rate 93.40%	
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate			2025-2026 Pupil Expulsion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0%			0%	
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good			2025-2026 Overall Rating: Good	
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 2nd Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 1st Quintile			2026-2027 Aspire Student Survey Move up 1 quintile	
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 13% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 38% responded favorably	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5))	<p>2023-2024 Local Performance Indicator, Self-Reflection</p> <p>Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5</p>			<p>2026-2027 Local Performance Indicator, Self-Reflection</p> <p>Average Rating: 4 or above</p>	
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	<p>2023-2024 Aspire Family Survey</p> <p>67% responded favorably "The school provides a safe environment for my child." 72% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</p>			<p>2026-2027 Aspire Family Survey</p> <p>85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."</p>	
3.10	Dropout Rate (CDE Dataquest)	<p>2022-2023 Dropout Rate</p> <p>(2 of 72)</p>			<p>2025-2026 Dropout Rate</p> <p>(0)</p>	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement & Outreach	<p>Continue to hold monthly Principal Chats with families.</p> <p>Continue to survey families to include feedback in strategic planning.</p> <p>Hold quarterly “Lunch with Scholar,” inviting families to eat lunch with their children to reduce the chronic absenteeism rate.</p> <p>Hold quarterly SSC/ELAC meetings, which include student performances, food, child care, translation, and door prizes to discuss academic data, culture and climate, ELA growth for ELs and SWDs, and chronic absenteeism strategic action steps.</p> <p>Create a Black Family Advisory group for family members of Black students to provide input on our school culture and climate.</p> <p>Hold monthly parent meetings to discuss strategies to improve ELA outcomes for English Learners and SWDs.</p> <p>Hold monthly middle and high school parent meetings to update families and gather input.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Attendance	<p>Maintain an attendance team that will develop an attendance plan, monitor progress, and lead intervention strategies to reduce chronic absenteeism and promote greater ADA for all students.</p> <p>Ensure the attendance team reviews attendance data weekly. During data reviews, focus on attendance rates specifically for ELs, SWD, Foster Youth, and low-income students who have been identified in red for Chronic Absenteeism on the CA school Dashboard. In addition, these actions will be implemented to support the work underway as part of our differentiated assistance qualification.</p> <p>Increase family communication when students are absent (including personal communication such as a text and phone call for every absence and conducting home visits for students with chronic absenteeism).</p> <p>Hold empathy interviews for students with chronic absenteeism.</p> <p>Maintain school-wide attendance incentive programs (perfect attendance certificates, grade-level competitions, most improved attendance).</p> <p>Include information on the importance of attendance to families during Back-to-School events, BOY newsletters, First Day Packets, and student handbook, and discuss attendance during SLCs.</p> <p>Conduct home visits and outreach to students with chronic absenteeism and truancy during the summer.</p> <p>Maintain SART systems to create Attendance Support Plans and attendance contracts.</p>	\$276,074.00	Yes
3.3	SEL	<p>Provide SEL curriculum materials and resources for teachers.</p> <p>Provide SEL lessons on attendance to reduce the chronic absenteeism rate for all scholars.</p> <p>Provide teachers with a suggested SEL focus, cadence, scope, and sequence grounded in SEL data.</p> <p>Provide time for teachers and grade-level teams to review Panorama SEL data and modify SEL units from a data-informed perspective.</p> <p>Provide regular planning time for advisory teams to internalize and adjust SEL units during grade-level meeting times.</p> <p>Leverage student government to promote a more positive student experience, climate, and culture.</p>	\$213,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain weekly student choice clubs.</p> <p>Continue to develop Adult SEL to promote staff wellbeing.</p> <p>Incorporate mindfulness for students and staff.</p> <p>Analyze the SEL data with particular attention to ELs and SWDs to create support plans.</p>		
3.4	MTSS	<p>Continue MTSS team meetings during the Student Wellness Team PLCs, which reinforce learning on creating systems to look at multiple data sources to monitor the progress of the universal program and additional supports, COST, SST, and intensified supports. (One example is creating a school-tiered instruction Matrix (TIM).)</p> <p>Implement MTSS priorities to improve ELA outcomes for ELs and SWDs.</p> <p>Implement MTSS priorities to reduce chronic absenteeism rates for all scholars.</p> <p>Work with regional academic teammates (senior directors and program managers) to co-facilitate PD on topics that will provide professional development on MTSS to school site teammates.</p> <p>Provide professional development on MTSS to schools.</p> <p>Review safety agreements and support plans regularly to update support for scholars.</p>	\$0.00	No
3.5	Enrollment	<p>Maintain our site Enrollment Team, which will develop a student enrollment plan and lead student recruitment efforts.</p> <p>Increase social media outreach and presence to promote ongoing enrollment.</p> <p>Expand our brand recognition regionally and nationally.</p> <p>Attend at least one community event per month to advertise our school.</p> <p>Hold at least two Open House events during the open enrollment period and another in May for late applicants.</p> <p>Hold a community carnival.</p> <p>Partner with existing families to assist with recruitment efforts and offer incentives (i.e., school swag and gift cards).</p> <p>Identify school recruitment fairs to participate in.</p> <p>Hold information sessions for current Aspire families.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Create a feeder pattern for surrounding elementary schools to increase enrollment numbers.</p> <p>Partner with local elementary and middle schools to create opportunities for students and families to participate in Open House/Information sessions.</p> <p>Identify local youth organizations (e.g., school programs, sports) to conduct information sessions and distribute marketing materials.</p>		
3.6	Classroom Facilities, and Student Physical Spaces	<p>In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least "Good".</p> <p>Annually train all teammates on the school comprehensive safety plan</p> <p>Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)</p>	\$101,301.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,451,924	\$162,780

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.568%	0.000%	\$0.00	33.568%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Grade Level Curriculum</p> <p>Need: ELA scores: Socioeconomically disadvantaged students from -40.20 to -44.90; English Learners from -84.80 to -89.90.</p> <p>Scope:</p>	By updating and standards-aligned curriculum & adaptive blended learning programs, this action aims to address foundational gaps in reading and writing, equipping teachers with tools to improve student outcomes in this critical subject area. Uniform implementation across the LEA ensures all students have access to high-quality, standards-aligned content that can elevate their academic performance.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	<p>Action: Instruction (Professional Development and Culturally Relevant Pedagogy)</p> <p>Need: Sharp decline in College & Career Readiness: Socioeconomically disadvantaged students from 98.40% to 40.00%; English Learners from 26.60% to 13.30%.</p> <p>Scope: LEA-wide</p>	Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.	Metric (1.1 & 1.2) SBAC
1.9	<p>Action: College & Career Readiness</p> <p>Need: The College & Career Indicator (CCI) reveals a drastic readiness decline, with socioeconomically disadvantaged students falling from 98.40% to 40.00%, a drop of 58.40%, and English Learners from 26.60% to 13.30%, a drop of 13.30%.</p> <p>Scope: LEA-wide</p>	This action is aimed at directly enhancing students' academic preparedness and exposure to college-level work, which helps improve their CCI readiness by giving them firsthand experience and potentially early credits in higher education. Integrating credit recovery sections and mandating credit recovery courses ensure students who are behind can catch up on essential credits, a critical factor for maintaining eligibility and readiness for college-level study. This setup prevents academic delays from affecting their long-term educational goals. Additionally, the focus on professional development in equitable grading and creating effective feedback mechanisms empowers teachers to support all students more effectively, particularly helping those from disadvantaged backgrounds to understand and navigate the academic requirements needed for college success, thus directly contributing to better CCI scores.	Metric (1.11) Graduation Rates Metric (1.12) College and Career Readiness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Coaching</p> <p>Need: Overall low student proficiency academic performance and high absenteeism rates indicating a need for improved instructional support</p> <p>Scope: LEA-wide</p>	<p>Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance instructional quality and effectiveness, particularly in areas where students are struggling. Utilization of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student demographics, receive the support needed to address educational disparities effectively.</p>	<p>Metric (2.2) Teacher Sense of Safety and School Connectedness</p>
<p>2.3</p>	<p>Action: Teammate Retention</p> <p>Need: A high teammate retention rate is crucial for unduplicated students, such as English learners, foster youth, and low-income students, because consistent staff presence helps build strong relationships and creates a stable learning environment. Unduplicated students often require sustained support to overcome academic barriers, and continuity in staffing ensures that educators are better acquainted with each student's needs, learning history, and challenges. This continuity allows staff to provide tailored support, foster trust, and implement strategies effectively, thereby improving academic and socio-emotional outcomes.</p> <p>Scope: LEA-wide</p>	<p>Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships,</p>	<p>Metric (2.3) Retention Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		tailored support, and a stable school climate that is essential for their success.	
3.2	<p>Action: Attendance</p> <p>Need: Significant challenges with absenteeism especially among English Learners, directly affecting academic success.</p> <p>Scope: LEA-wide</p>	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance
3.3	<p>Action: SEL</p> <p>Need: Student Survey reveals that only 30% of students feel a sense of belonging, and just 45% have positive teacher-student relationships. Safety perceptions remain low, with only 38% of students feeling safe at school. This highlights challenges that disproportionately affect unduplicated students, who make up 84% of the school's population. Addressing these concerns requires a comprehensive approach to Social-Emotional Learning (SEL) to improve the school climate, support strong relationships, and create a safer environment.</p> <p>Scope: LEA-wide</p>	Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.	Metric (3.6) Student sense of safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	<p>Action: Classroom Facilities, and Student Physical Spaces</p> <p>Need: According to survey data, 38% feel safe at school and 67% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> <p>Scope: LEA-wide</p>	<p>Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.</p>	<p>Metric (3.6) Student Sense of Safety Metric (3.9) Parent Sense of Safety</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,325,259	1,451,924	33.568%	0.000%	33.568%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,691,792.00	\$1,202,000.00		\$275,705.00	\$5,169,497.00	\$4,693,663.00	\$475,834.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$224,383.00	\$192,431.00	\$31,952.00			\$224,383.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$368,686.00	\$0.00	\$368,686.00				\$368,686.00	
1	1.3	Instruction (Master Scheduling)	All	No				Ongoing	\$2,287,234.00	\$31,000.00	\$2,048,721.00	\$269,513.00			\$2,318,234.00	
1	1.4	Instruction (Assessment)	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Black Excellence	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	English Learners	All	No				Ongoing	\$15,110.00	\$0.00				\$15,110.00	\$15,110.00	
1	1.7	Long-Term English Learners	All	No				Ongoing								
1	1.8	SPED	Students with Disabilities	No				Ongoing	\$855,028.00	\$102,347.00		\$900,535.00		\$56,840.00	\$957,375.00	
1	1.9	College & Career Readiness	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$103,254.00	\$58,067.00	\$161,321.00				\$161,321.00	
1	1.10	Title I	All	No				Ongoing	\$203,755.00	\$0.00				\$203,755.00	\$203,755.00	
2	2.1	Coaching	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$231,703.00	\$0.00	\$231,703.00				\$231,703.00	
2	2.2	Professional Development	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Teammate Retention	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$98,356.00	\$0.00	\$98,356.00				\$98,356.00	
2	2.4	Affinity Groups	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Pipeline Development	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Teacher Credentialing	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Family and Community Engagement & Outreach	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Attendance	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$276,074.00	\$0.00	\$276,074.00				\$276,074.00	
3	3.3	SEL	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$213,199.00	\$0.00	\$213,199.00				\$213,199.00	
3	3.4	MTSS	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Enrollment	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Classroom Facilities, and Student Physical Spaces	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$41,264.00	\$60,037.00	\$101,301.00				\$101,301.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,325,259	1,451,924	33.568%	0.000%	33.568%	\$1,643,071.00	0.000%	37.988 %	Total:	\$1,643,071.00
								LEA-wide Total:	\$1,643,071.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$192,431.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	\$368,686.00	
1	1.9	College & Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	\$161,321.00	
2	2.1	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$231,703.00	
2	2.3	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	\$98,356.00	
3	3.2	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	\$276,074.00	
3	3.3	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	\$213,199.00	
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	\$101,301.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,887,168.00	\$1,663,614.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Grade Level Curriculum	Yes	\$197,880.00	184453
1	1.2	Instruction (CRT)			
1	1.3	Instruction (Master Scheduling)			
1	1.4	Instruction (Assessment)			
1	1.5	Multi-lingual Language Learners		\$16,013.00	
1	1.6	SPED	No		
1	1.7	Black Excellence	Yes	\$5,000.00	5000
1	1.8	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)			
1	1.9	Linked Learning			
1	1.11	Personnel	Yes	\$872,417.00	785766
1	1.12	Title I		\$226,134.00	
2	2.1	Family and Community Engagement & Outreach			
2	2.2	Attendance			
2	2.3	SEL			
2	2.4	COST			
2	2.6	Student Athletics			
2	2.7	Culture and Climate			
2	2.8	Personnel	Yes	\$387,661.00	483160

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Facilities			
3	3.1	Regular Coaching (using ASLF & TLF)	Yes	\$39,463.00	65539
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes		
3	3.3	Teammate Retention	Yes	\$142,600.00	139696
3	3.4	Affinity Groups			
3	3.5	Pipeline Development			
3	3.6	Teacher Credentialing			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1359145	\$1,640,021.00	\$1,658,615.00	(\$18,594.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	\$197,880.00	184453		
1	1.7	Black Excellence	Yes				
1	1.11	Personnel	Yes	\$872,417.00	785767		
2	2.8	Personnel	Yes	\$387,661.00	483160		
3	3.1	Regular Coaching (using ASLF & TLF)	Yes	\$39,463.00	65539		
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes				
3	3.3	Teammate Retention	Yes	\$142,600.00	139696		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4258305	1359145	0	31.918%	\$1,658,615.00	0.000%	38.950%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Appendix XII: APS Articles of Incorporation

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State of California

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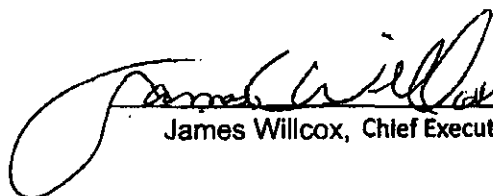
CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.
2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.
3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.
4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true of our own knowledge.

DATED: 6/20/2013, 2013


James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013


James Cleveland, Secretary

**ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS**

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.

Appendix XIII: APS Bylaws

AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of

all debts and liabilities of this Corporation shall be distributed to a public school that meets all the Notice the requirements, or to the State, political subdivision of the State, or agent instrumentality thereof.

ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE 5: DIRECTORS

Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) Elect and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges,

hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than thirteen (13), with the exact authorized number of Directors to be determined by the Board from time to time.

Section 5.3 Term of Office; Election

(a) The Directors shall each serve until the later of June 30th of the final year of their term, or the date his or her successor is elected. A term is four (4) years. A Director may choose and be elected to serve another term and cannot serve more than two consecutive terms.

(b) Directors shall be elected by a majority vote of the Directors at a Board meeting, including the vote(s) of any Director whose term of office expires with that meeting.

(c) The Chairperson of the Board shall be selected by a majority vote of the Directors at the last meeting of the fiscal year. The Chairperson shall serve a one (1) year term and may serve an additional two (2) consecutive terms. Additional terms may be extended by a unanimous vote of the Board of Directors.

(d) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(e) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(f) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

Section 5.4 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 5.5 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.6 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.7 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

Section 5.8 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

Section 5.9 Non-Discrimination

This Corporation shall not discriminate on the basis of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, in hiring, firing or admissions.

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1 Place of Board Meetings

Board meetings shall be conducted and held at any place within California that has been identified in compliance with the provisions of the Ralph M. Brown Act and Ed Code 47604.1.

Section 6.2 Meetings

All meetings of the Board of Directors shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act and Ed Code 47604.1. The Board of Directors shall meet at least four (4) times a year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Meetings shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 6.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy- two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 6.4 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the CEO, or any four (4) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M.

Brown Act and Ed Code 47604.1, 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 and Ed Code 47604.1, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

Section 6.5 Quorum

During open session, a majority of the directors present then in office and present in jurisdiction, as defined by Ed Code 47604.1, shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 6.6 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act and Ed Code 47604.1 are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from within jurisdiction;

(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 location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.7 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act and Ed Code 47604.1.

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within or outside of California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

Any Board of Directors meeting may be held by conference, telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 7.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold regular and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be

called at any time by the Chairman of the Board, if any, the CEO or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

Section 7.5 Notice of Meetings

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

Section 7.6 Waiver of Notice and Consent to Hold Meetings

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

ARTICLE 8: COMMITTEES

Section 8.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of at least two (2) or more Directors to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall

comply with the provisions of the Ralph M. Brown Act Ed Code 47604.1, including those provisions concerning advisory committees as set forth therein.

Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

Section 8.2 Executive and Compensation Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive and Compensation Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive and Compensation 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 including but not limited to

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;

2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Contracts requiring Board approval, namely lease agreements and contracts valued at \$250,000 or more that fall within the Board approved organizational budget;
4. Student discipline matters requiring Board review;
5. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
6. Executive Committee meeting minutes;
7. Quarterly financial statements;
8. CEO evaluation recommendation;
9. CEO and CFO compensation recommendation;
10. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
11. Organizational policies, including, but not limited to, signing authority, expense, and routine compliance policies;
12. Local Control and Accountability Plans for each individual Aspire school;
13. Construction project budgets for any project less than \$2M; and
14. Urgent matters that arise unexpectedly between board meetings.

Section 8.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least two (2) Directors and may include voting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 8.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

Section 8.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 9: OFFICERS

Section 9.1 Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

Section 9.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 9.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal,

disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

Section 9.6 Responsibilities of Officers

Chief Executive Officer (CEO). The CEO 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 CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

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.

Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositors as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

ARTICLE 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

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

The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;

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

Any other information required under these Bylaws.

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

Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate.

For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total

number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

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.

The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without

unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 13: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 14: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify

that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Amended and Restated Bylaws consisting of sixteen (18) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 5, 2020, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 5, 2020.

DocuSigned by:

315C845A014F431...
By: Mary Cha-Caswell
Its: Corporate Secretary

Appendix XIV: APS Conflict of Interest

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Aspire Public Schools**(“Aspire”).

Members of the Board and the Chief Executive Officer must file their statements of economic interests electronically with the **Fair Political Practices Commission**. All other individuals holding designated positions must file their statements with **Aspire**. All statements must be made available for public inspection and reproduction under Government Code Section 81008.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Chief Executive Officer	1, 2
Chief Operating Officer	1, 2
Chief of Staff	1, 2
Chief Equity and People Officer	2
Executive Director	1, 3
Managing Director	3
Superintendent of Equitable Instruction	3
Director of Finance	2
Executive Director, Aspire Foundation	2
Director of Employee Relations	3
Senior Director of Technology Operations	3
Senior Director Data & Systems	2
Director of Operations	1, 2
Vice President, Program Supports	3
Senior Director of Student Services	3
Financial Analyst	2
Finance Manager	3
Facilities and Real Estate Manager	3
Business Manager	3
Principals	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- Members of the Governing Board
- Chief Financial Officer
- Controller

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX B
DISCLOSURE CATEGORIES

Category 1: Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction or located within two miles of an existing school.

Category 2: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by Aspire Public Schools.

Category 3: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by the designated position's department. For the purposes of this category, the term department refers to the specific area of responsibility for the following positions: Executive Director; Managing Director; Superintendent of Equitable Instruction; Director of Employee Relations; Director of Technology Operations; Vice President, Program Supports; Director of Student Services; Finance Manager; Facilities and Real Estate Manager; and Business Manager. For the purposes of this category, a Principal's department is their entire school.

This is the last page of the conflict of interest code for the Aspire Public Schools



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the
Aspire Public Schools was approved on 8/9/23

This code will become effective on 9/8/23

Sukhdip Brar Digitally signed by Sukhdip
Brar
Date: 2023.08.09 13:43:58
-07'00'

Sukhi K. Brar

Assistant Chief Counsel

Fair Political Practices Commission

Appendix XV: APS 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.

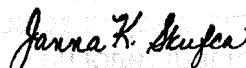
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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 XVI: Uniform Complaint Procedure



Aspire Public Schools Uniform Complaint Policy and Procedures

These Uniform Complaint Procedures (“UCP”) contain rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by Aspire Public Schools (“Aspire”). Aspire developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687.

This document presents information about how Aspire processes UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Aspire shall assist the complainant in the filing of the complaint.

Aspire Public Schools developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the Aspire Public Schools Board of Directors.

UCP Complaints

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by Aspire’s employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, special education, the Brown Act, and other general education requirements, are not UCP complaints. Aspire, however, may use these complaint procedures to address complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

- (a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- (b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
- (c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

THE RESPONSIBILITIES OF ASPIRE PUBLIC SCHOOLS

Aspire Public Schools shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Aspire shall investigate and seek to resolve, in accordance with its approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harrasment, intimidation or bully or noncompliance with laws relating to all programs and activities that Aspire implements that are subject to the UCP.

THE UCP ANNUAL NOTICE

Aspire disseminates on an annual basis the UCP Annual Notice which is a written notice of Aspire's approved UCP complaint procedures. The notice is also made available on the Aspire Public Schools website. The notice addresses all students, employees, parents or guardians, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties.

The notice shall include:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;

- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Aspire’s UCP Annual Notice is in English. If 15% or more of students enrolled at an Aspire school speak a single primary language other than English, then the annual notice will be provided in that language as well pursuant to Education Code §48985.

FILING UCP COMPLAINTS

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

The Regional Director of Student Services overseeing the Aspire charter school where the complaint originated, or their designee, is the employee responsible for receiving, investigating and responding to UCP complaints (the “Responsible Employee”):

Regional Director of Student Services, Bay Area Region
 1001 22nd Ave
 Oakland, CA 94606
 510-434-5000
 Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
 3311 E. Morada Lane
 Stockton, CA 95212
 209-647-3047
 Hugo.Vazquez@aspirepublicschools.org

Regional Director of Student Services, Los Angeles Region
 5901 E. Slauson Avenue
 Commerce, CA 90040

323-837-9920

Alejandra.Velez@aspirepublicschools.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

In no instance will the Responsible Employee be assigned to investigate a complaint in which they have a bias that would prohibit them from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the Principal of the Aspire charter school where the complaint originated or other appropriate Aspire official, who will determine how the complaint will be investigated.

Aspire will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. Aspire may consult with legal counsel as appropriate.

CONFIDENTIALITY AND NON-RETALIATION

Aspire will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

COMPLAINT AND INVESTIGATION PROCEDURES

A UCP complaint must be filed according to the procedures set forth herein.

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the **Aspire Public Schools** to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Step 1: Filing a UCP Complaint

A UCP complaint is written and signed. If a complainant is unable to put their complaint in writing due to a disability or illiteracy, Aspire will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form, which is attached and a copy of the form is also available on the Aspire Public Schools website.

Complaints shall be filed with the Responsible Employee at the address or email address provided herein. A pupil fees complaint may also be filed with the Principal of the Aspire charter school where the complaint originated. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal of the Aspire charter school where the complaint originated or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until Aspire issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when Aspire's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, Aspire will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any Aspire employee or member of Aspire's governing board or committee who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and Aspire to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either Aspire or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, Aspire will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with their investigation of the complaint.

The use of mediation does not extend Aspire’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

Aspire will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable school records and/or information related to the complaint allegations. As part of their investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant’s representative and Aspire’s representative to present information relevant to the complaint or investigative process;
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation;
- Review documents that may provide information relevant to the allegation; and
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or their representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of the complaint because of a lack of evidence to support the allegation.

Refusal by Aspire to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Principal Review

The Principal of the Aspire charter school where the complaint originated has discretion to evaluate the complaint and/or the Responsible Employee’s (or designee’s) proposed decision before a final written decision is issued, however, this is not applicable if the complaint is regarding the Principal. If the Principal elects to do so, then based on all the evidence obtained during the investigation, the Principal may approve, modify, or reject the Responsible Employee’s (or designee’s) proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide not to review the complaint, in which case the Responsible Employee’s (or designee’s) decision shall be final.

Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the “Investigation Report”) within sixty (60) calendar days of receipt of the complaint, unless the complainant agrees to extend this date. Aspire’s Investigation Report shall be written in English and, when required by law, in the complainant’s primary language.

This Investigation Report will contain the following elements :

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,

- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant’s right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of Aspire’s expectations.

APPEAL PROCESS

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- Aspire Public Schools failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

The CDE may directly intervene in the complaint without waiting for action by Aspire when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which Aspire has not taken action within sixty (60) days of the date the complaint was filed with Aspire. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

Legal References

20 *United States Code* [20 U.S.C.] Section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] Sections 106.8, 34 CFR 299.10-11

California *Education Code* [EC] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498, 8235.5, 8235-8239.1, 8261, 8482-8484.65, 8500-8538, 17002(d), 17592.72, 32280-32289, 32289, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1-51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460-52462, 52500-52617, 54440-54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

California *Government Code* [GC] Sections 11135, 11136, 12960

California *Penal Code* [PC] Section 422.55, 11166

California *Code of Regulations Title 5* (5 CCR) Sections 4600-4640, 4690-4694

Adopted by the Aspire Public Schools Board of Directors:



ASPIRE PUBLIC SCHOOLS UCP COMPLAINT FORM

This UCP Complaint Form may be used to file a complaint subject to Aspire’s UCP. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.

Response requested: Yes No

Name (optional for pupil fee & LCAP complaints)	
Mailing Address (optional):	
Phone Number (optional):	
Email Address (optional):	

Issue of complaint (please check all that apply):

- Pupil Fees
- Local Control and Accountability Plans (“LCAP”)
- Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
- Other Complaint Re: Programs and Activities

Date(s) and location (school name, address, and room number or location) of problem: Describe specific nature of the complaint in detail (please feel free to use other side or attach other documents):

Signature: _____ Name (please print): _____ Date: _____

Please file this complaint with the appropriate Responsible Employee below based on your school's location.

For Bay Area schools:

Regional Director of Student Services
1001 22nd Ave., Oakland, CA 94606
[Pamela.Saberton@aspirepublicschools.org]

For Central Valley schools:

Regional Director of Student Services
3311 E. Morada Lane, Stockton, CA 95212
[Hugo.Vazquez@aspirepublicschools.org]

For Los Angeles schools:

Regional Director of Student Services
5901 E. Slauson Ave., Commerce, CA 90040
[Alejandra.Velez@aspirepublicschools.org]

Appendix XVII: Discrimination and Harassment Policy



Book	Policy Manual
Section	8000 - Students
Title	Anti-Discrimination, Harassment, Intimidation, and Bullying
Code	8018
Status	Active
Adopted	March 5, 2020

ANTI-DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING

Aspire Public Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics. For questions or complaints, contact Title IX Officer:

Regional Director of Student Services or Designee 1001 22nd Ave
Oakland, CA 94606
510-434-5000
BA_TitleIX@aspirepublicschools.org

Regional Director of Student Services or Designee 3311 E. Morada Lane
Stockton, CA 95212
209-647-3047
CV_TitleIX@aspirepublicschools.org

Regional Director of Student Services or Designee 5901 E. Slauson Avenue
Commerce, CA 90040
323-837-9920
LA_TitleIX@aspirepublicschools.org

Aspire will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics 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.

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The CEO or designee shall develop strategies for addressing bullying in Aspire schools with the involvement of students, parents/guardians, and staff. As appropriate, the CEO or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and

implementation of effective strategies to promote safety in schools and the community.

Such strategies may be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable organization and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the Aspire's uniform complaint procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Legal

[200-262.4 Prohibition of discrimination](#)

[32282 Comprehensive safety plan](#)

[32283.5 Bullying; online training](#)

[35181 Governing board policy on responsibilities of students](#)

[35291-35291.5 Rules](#)

[48900-48925 Suspension or expulsion](#)

[48985 Translation of notices](#)

[52060-52077 Local control and accountability plan](#)

[422.55 Definition of hate crime](#)

[647 Use of camera or other instrument to invade person's privacy; misdemeanor](#)

[647.7 Use of camera or other instrument to invade person's privacy; punishment](#)

[653.2 Electronic communication devices, threats to safety](#)

[4600-4670 Uniform complaint procedures](#)

[254 Universal service discounts \(e-rate\)](#)

[35.107 Nondiscrimination on basis of disability; complaints](#)

[104.7 Designation of responsible employee for Section 504](#)

[106.8 Designation of responsible employee for Title IX](#)

[110.25 Notification of nondiscrimination on the basis of age](#)

Appendix XVIII: Principal Biography

Principal Biography

Tommy Gonzalez, a first-generation Latine college graduate from Southern California, is a culturally responsive leader dedicated to his scholars' success in pursuing their postsecondary goals. Tommy's decision to become a teacher was driven by a profound desire to positively impact Black and brown communities, viewing education as a lever for liberation. Since 2012, he has been tirelessly working to make this passion a reality, making it his life's purpose. He completed his Bachelor of Arts at the University of California, Santa Barbara, with a double major in Philosophy and Political Science. He earned his Master of Arts in Educational Leadership and Organization from Teachers College, Columbia University.

Over the past twelve years, Tommy has taught at various levels, primarily in Oakland, California, from elementary to high school. He is entering his third year as the Aspire Lionel Wilson Prep principal. His unwavering commitment to coaching teachers and developing high-performing teams is not simply a non-negotiable but a testament to his dedication to transforming outcomes for Black and brown communities. He firmly believes that all scholars can, will, and do learn at accelerated rates. He will continue to fight for educational justice until every Black and brown scholar can read and perform math at grade level.

Appendix XIX: Aspire Student Learning Framework

Aspire Student Learning Framework

A tool to support student learning and educator development at Aspire Public Schools



What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (ASLF) was created to support student learning and educator development at Aspire. This is not an evaluation tool, but rather a coaching tool. Adapted from TNTP's CORE Teaching Rubric, the ASLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

What are the components of the rubric?

There are 4 components of the rubric:

- **Domains:** The rubric includes four discrete domains: *Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning.*
- **Essential Question:** The essential questions are the core questions to answer about the particular domain. In an effective and culturally responsive teacher's classroom, the answer to each essential question is "yes."
- **Descriptor Language:** The rubric uses descriptors that focus on observable student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. These behaviors have been drawn from a variety of sources, including TNTP, Equity Institute's Culturally Responsive Walkthrough Tool, The Massachusetts Department of Education CRT rubric, Unbounded's GLEAM framework, Universal Design for Learning and the Ready for Rigor Framework from Zaretta Hammond's [Culturally Responsive Teaching & the Brain](#). After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

How has the rubric been revised?

- In the 22-23 school year, Culturally Responsive Teaching was an organization-wide priority. With input from the Principal PAC, the Aspire-wide instructional team (AWIT) revised Domain 1 and Domain 2 of the framework in order for it to more clearly align to what we expect to see in culturally responsive classrooms.
- In the 23-24 school year, Domain 3 and 4 were revised and we decided to keep it as a single point rubric to emphasize the non-evaluative nature of the tool. AWIT received input from administrators, regional staff and educators.

How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's [Ready for Rigor Framework](#) as a guide to highlight alignment with the rubric domains.

CULTURE OF LEARNING *Are all students engaged in learning throughout the lesson?*

Non-Evidence	Look-fors	Evidence
	<ul style="list-style-type: none"> • All or almost all students are engaged in independent or cooperative instructional tasks, exploration, discovery, hands-on learning or volunteering responses. • Students feel safe to ask questions and give and receive feedback from peers and teachers. • Students execute transitions, rituals, routines or procedures with limited narration from the teacher in ways that indicate self directed learning. • Students affirm contributions of their teammates AND collectively ignite joy 	

Core Teacher Skills:

Indicator 1: Student engagement

- Arrange the classroom in a manner that allows for materials and resources to be equitably accessible to all students

Indicator 2: Safety

- Teachers clearly state, post, and maintain high and clear standards for behaviors for all students (academic and non-academic) and is a Warm Demander.
- Use principles of restorative justice to manage conflict and redirect negative behavior
- Normalize mistakes as part of the learning process (by modeling, reinforcing, providing wait time, teaching students to ask each other probing questions, and discouraging one right way)
- Teacher uses positive and reinforcing language to encourage students and reinforce their belief in them as a model for students to affirm each other

Indicator 3: Rituals, routines and procedures

- Teach, model and reinforce different cooperative grouping structures and routines
- Teach, model and reinforce topics aligned to self-management (will be seen verbally and with artifacts in the classroom)
- The rituals and routines are equitable and accessible to all students and reinforce self directed learning and academic identity
- Providing specific, concrete, sequential, and observable directions for behavior and academics

Indicator 4: Affirmation

- Intentionally develop empathy within students so they understand how their behavior impacts each other both positively and negatively
- Teach students protocols with how to give and receive feedback; teacher models receiving feedback
- Plan for strategies to affirm student contributions towards a collectivist culture and ignite joy
- Plan for igniting joy: including music, games, cheers, chants, etc.

ESSENTIAL CONTENT *Are all students working with culturally responsive content aligned to the appropriate grade-level standards that promotes rich cognitive development?*

Non-Evidence	Look-fors	Evidence
	<ul style="list-style-type: none"> ● Students can talk about what they are working on, why it's important and how it connects to what they already know. ● The lesson focuses on grade level standards and the content itself is reflective of and affirming to students' identities, global diversity, and it allows for students to interrogate the presented information. ● All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced, affirm lived experience as knowledge, and move students toward mastery of the grade-level standard(s), language goals and/or IEP goals. ● All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality, accessible and appropriately demanding for the grade/course and time in the school-year, and center issues of equity, power, race and identity 	

Core Teacher Skills:

Rigor (standards)

- Develop and/or use daily lesson activities that are well sequenced, [promote inquiry, engagement, collaboration](#) and relevance, moving students toward mastery of grade-level standards
- Develop and provide accommodations and modifications as needed to ensure all students are able to attain rigorous, standards-aligned learning goals
- Teacher anticipates common student misunderstandings due to deeply internalizing content and ensures strategies are in place to overcome those misconceptions
- Pace of the lesson ensures that cognitively demanding, developmentally appropriate, standards-aligned objectives receive appropriate instructional time in order to promote student mastery.

Relevance (reflecting students' world)

- Develop and/or use a long-term, sequential plan that leads to mastery of the most important content for the grade or course and is centering issues of race, equity and power.
- The teacher makes the lesson accessible by including relevant and current media, phenomena, geographic and community reference points that are familiar and known by students.
- Teachers plan lessons that encourage all students to see, question, and interpret concepts from diverse perspectives.

Responsiveness (know students as individuals, make adjustments based on them)

- Teacher considers students' IEP goals, language development and other specific learning needs in developing learning goals and preparing lessons
- Teacher identifies and responds to student misunderstandings that arise during the lesson
- [Plan lessons with options for students AND support students with how to choose learning experiences](#)
- The teacher views students' life experiences as assets and builds on students' cultural and linguistic knowledge

ACADEMIC OWNERSHIP *Are all students empowered, responsible and supported to do the thinking in this classroom?*

Non-Evidence	Look-fors	Evidence
	<ul style="list-style-type: none"> • Students persist through appropriately demanding cognitive work and engage in complex problem-solving during the lesson. Student agency is facilitated by options that align to the standard and objective. • Students provide evidence to support their thinking; evidence can be provided in multiple ways. Students use both academic language and authentic expression (i.e. their home language) to present their point of view. • Students respond to and build upon their peers' thinking, ideas or answers while actively constructing knowledge through structured student talk routines and a variety of routines that also include authentic dialogue. • Students collaborate with each other by providing constructive feedback to their classmates' work. Students engage in rigorous dialogue honoring convergent and divergent thinking in order to access multiple perspectives. 	

Core Teacher Skills:

Indicator 1: Students persist, complex problem solving

- Notice when students are struggling, reaching of level of frustration and anchor back to SEL tools
- Go back to "[chunk and chew](#)" in order to break down difficult tasks into smaller parts
- Give students several options to respond to questions: writing, talking, drawing, using graphic organizers & manipulatives (when appropriate)
- Make problem-solving visuals noticeable and accessible.
- Provide equitable opportunities for support, praise, and participation.

Indicator 2: Fostering Academic Language

- View students' life experiences as assets and build on students' cultural and linguistic knowledge as they get comfortable using academic English conventions.
- Provide encouragement and affirmation to all students while moving them to use academic language
- Utilize [translanguaging](#) so that students' full linguistic repertoire is used and honored
- Recognize and affirm all languages and teach about audience for language and dialect
- Plan for the use of academic language in the 4 language domains: reading, writing, speaking and listening

Indicator 3: Helping students expand thinking through dialogue

- Use various student talk structures and routines to support student to student discourse ([link resource](#))
- Provide opportunities for students to cite evidence to support their thinking & learning
- Pose questions that scaffold and support students to develop and complete high order thinking tasks
- Facilitate a discussion that that allows students to defend their responses
- Use probes or provide guiding questions and affirmations so that students defend their responses

Indicator 4: Fostering student collaboration and rigorous dialogue

- Create opportunities for peer collaboration and intentional peer feedback.
- Employ a variety of [high ratio](#) moves to push and extend student thinking, deepen their understanding and do more of the cognitive lift
- Provide direct instruction on how students should challenge each other's ideas and provide feedback to one another

DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

Non-Evidence	Look Fors	Evidence
	<ul style="list-style-type: none"> ● Student responses, work and interactions demonstrate that students are on track to achieve stated or implied grade-level standard(s), language and/or IEP aligned learning goals. ● Students self-evaluate to reinforce self-directed learning because expectations for learning are clear (through rubrics, criteria for success, and students paraphrasing expectations). ● Students have opportunities to demonstrate their learning in multiple ways using academic writing and/or explanations. ● Students challenge the ideas in a text or lesson, explore and share alternative viewpoints & defend arguments with evidence. 	

Core Teacher Skills:

**This domain assumes essential content (domain 2) is accurate and teacher understands the standards/goals of the lesson*

Indicator 1: Demonstrate learning

- Plan a variety of standards and objective-aligned formative assessments.
- Design learning activities and questions that support students progressing to the essential content.
- Monitor student learning and adjust instruction while teaching.
- Plan for key moments in the lesson to monitor for learning:
 - What are the key skills you'll be looking for?
 - When would you monitor for evidence of those skills?
 - What misconceptions would you anticipate
 - How will you take anecdotal notes?
- Utilize student data to anticipate student misconceptions.

Indicator 2: Self-evaluation

- Create/utilize exemplars of student learning that address the standard/essential content.
- Provide transparent and engaging rubrics, checklists, or criteria for success that require demonstration of the essential content.
- Involve students in creating criteria for success on assignments and projects.
- Provide reflective moments for students to self-evaluate and adjust their own thinking/work.

Indicator 3: Multiple ways of demonstrating

- Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed.
- Students have the opportunity to choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.
- Provide more than one way to answer on tasks so that students can express their understandings without barriers

Indicator 4: Challenge and defend ideas

- Provide feedback that affirms student thinking and elaboration and clarifies or prompts thinking in misunderstood content.
- Encourage yourself to see, question and interpret concepts from a variety of perspectives and intentionally do the same for students.
- Provide access to complex topics so that students may engage in critical conversations that require multiple viewpoints.

Appendix XX: APS Student Family Handbook



BIENESTAR
(WELL-BEING)



CULTURE OF
BELONGING



COMMUNITY
PARTNERSHIP



AGENCY + SELF-
DETERMINATION



JOY

STUDENT AND FAMILY HANDBOOK 2024 - 2025



ASPIRE
PUBLIC
SCHOOLS

EMPOWERING MINDS.
TRANSFORMING FUTURES.

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Welcome from the CEO

Dear Aspire Public Schools families,

It's a pleasure to welcome you to the 2024-2025 school year! Grounded in our Vision and Mission (pg. 9), we are excited for the many ways we will work together to enhance your child's learning experience to help them grow and succeed in a joyful, inclusive school community.

Across all of our Aspire schools, we are united in our Core Values (pg. 9) and guided by our commitment to empowering our 15,500+ scholars to succeed in college, career, and life. We are proud to provide high-quality academic programs and social-emotional learning across all grade levels. This school year also offers new learning experiences that will benefit scholars in their college, careers, and individualized learning pathways. We offer a great variety of programming across content areas such as science, technology, arts, mathematics, literacy, dual language immersion, social studies, and more.

Families are central to our work together—we recognize that parents are their children's first teachers, so we want you to be involved in their learning at Aspire! Our educators and school teams value partnering with families to help shape learning success at home and in school. Whether it's attending parent workshops, teacher conferences, or school events like open houses or field trips, there are many ways for you to get involved with your child's school. Every Aspire school welcomes family engagement; we encourage you to reach out and ask your school principal how you can be involved.

Please take some time to review sections of this handbook; it contains critical information for families and scholars to have a successful year! If you have any questions, please reach out directly to your school principal.

Thank you for your partnership, and let's have an excellent year!

With gratitude,

Mala Batra | Aspire Public Schools, CEO

Tony Solina | Central Valley Executive Director

Javier Cabra | Bay Area Executive Director

Christopher Carr | Los Angeles Executive Director

COVID-19 Safety Protocols

While the State of California formally ended its COVID-19 State of Emergency on February 28, 2023, Aspire will continue to monitor COVID-19 public health data and related state guidance throughout the year, and make adjustments as appropriate. We encourage you to reach out to your child's school and visit www.aspirepublicschools.org for the most up-to-date information about COVID-19 safety protocols.

Some safety measures implemented in response to COVID-19 will remain in place, consistent with the recommendations from the California Department of Public Health and the Centers for Disease Control. Those measures include:

COVID-19 vaccines

- We will continue to encourage scholars over the age of 5 to be vaccinated and boosted for and against COVID-19 and will follow state and local public health requirements when it pertains to students' vaccinations. We will keep you informed of any updates as they become available. In the meantime, please visit California's official vaccination website, [here](#), to learn more about the safety and efficacy of the vaccines, and to make an appointment.

On-campus prevention

- Campuses will continue to be cleaned on a regular schedule, with special attention to high traffic and frequently touched surfaces.
- Other layered prevention measures like washing hands and limiting shared items whenever possible are also still in place across our schools and facilities.

Masking

- Effective Spring 2022 for Central Valley and Los Angeles schools and Spring 2023 for Bay Area schools, masks within our schools, facilities, and offices are strongly recommended but not required until further notice.

Masks will be readily available on campuses for anyone who visits and needs an additional layer of protection. Individuals needing an additional layer of protection or Individuals who are exhibiting symptoms of COVID-19 or any other transmittable disease should stay home, test as necessary, and consult with their medical provider, and are encouraged to wear a mask regardless of vaccination status. Masks will be readily available on campuses for anyone who visits and is in need of one.

Testing

- Consistent with guidance from the California Department of Public Health, our schools no longer require COVID Testing on a regular basis. Please check with your child's school for any updates or requirements that may be in place.

Aspire Public Schools Vision, Mission and Core Values

Our Vision, Mission, & Core Values



Our Vision

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

Our Mission



Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities.



Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.



Nurture our scholars' pride in their abilities, identities, and communities.

Our Core Values



BIENESTAR
(WELL-BEING)



CULTURE OF BELONGING



COMMUNITY PARTNERSHIP



AGENCY + SELF-DETERMINATION



JOY

Aspire Public Schools’ Non-Discrimination Statement

Aspire Public Schools does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Aspire Public Schools adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Board of Directors of Aspire Public Schools shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Aspire Public Schools does not discourage students from enrolling or seeking to enroll for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Aspire Public Schools shall not encourage a student currently attending any of its school sites to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with Aspire Public Schools’ policies.

Aspire Public Schools does not request nor require student records prior to a student’s enrollment.

Aspire Public Schools shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Aspire Public Schools prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition,

marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Aspire Public Schools does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Aspire Public Schools does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Aspire Public Schools will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Uniform Complaint Procedures (“UCP”) and the following staff member(s):

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

The lack of English language skills will not be a barrier to admission or participation in the Aspire Public Schools programs or activities. Aspire Public Schools prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

School Operations And Attendance

Enrollment

Parents of all admitted students will receive a Registration Packet; enrollment is not considered complete until that Registration Packet has been completed and returned. Failure to return the Registration Packet by the specified deadline may result in rescission of the offer of admission, and the spot being given to the next student on the waitlist.

Before new students can be admitted, current families are asked to complete a Registration Packet, indicating whether they plan to return the following school year. Current families matriculating to the next grade at a different Aspire school, must complete an application for admission to that school.

Class Placement

Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child's learning styles and interest, however parent requests for specific teachers are not accepted.

Foreign Exchange Students

Aspire Public Schools does not accept or enroll foreign exchange students.

Parent/Family Contact Information

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This information can be updated by parents at any point in the school year via the PowerSchool Parent Portal/App. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Students may only leave campus with an adult whose name is listed on the emergency contact information in PowerSchool.**

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.

Dress Code and Uniform Policy

Aspire Public Schools' Board of Directors (the "Board") believes that appropriate dress and personal grooming contribute to a safe and productive learning environment and supports Aspire's core values of Culture of Belonging and Well-being/Bienestar. At the same time, the Board recognizes that many school systems have implemented dress codes in ways that disproportionately impact students of color, and/or adopted outright discriminatory policies regarding student dress.

To ensure that Aspire schools promote scholar safety and learning, while maintaining our commitment to our equity beliefs, the Board has taken the following position on school uniform and personal grooming policies at Aspire Public Schools:

- All Aspire schools shall adopt school uniform policies requiring their scholars to wear clothing suitable for the activities in which they participate. Such policies shall prohibit scholars from wearing clothing that presents a health or safety hazard, or causes a substantial disruption to the school's educational program.
- School policies pertaining to scholar attire must be included in student handbooks, and all parents/guardians and scholars must be made aware of where to find them. Such policies may also be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.
- Scholars shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.
- Policies regarding scholar dress or grooming shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
- Such policies shall not discriminate against students based on hair texture or protective hairstyles, including, but not limited to, braids, locs, or twists.
- When practical, scholars shall not be directed to correct a dress code violation during instructional time or in front of other students.

The principal or designee of each school is authorized to enforce this policy and shall inform any scholar who does not reasonably conform to the dress code.

The Board grants schools the ability to institute a school-initiated dress code requiring students at the school to wear a school uniform.

School site administrators shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

REFERENCE: Board Policy 8048 Dress Code Policy

Walking Home

It is of utmost importance to keep students safe when they are dismissed from school.

Parent/Guardian Acknowledgment for students walking home

- I understand that my child will leave the school campus at the end of the school day and is not allowed to loiter on campus.
- I understand that it is my responsibility to provide afternoon transportation arrangements for my child including picking up my child from school and having him/her walk home or use public transportation. I have discussed steps my child should take if someone is bothering them, including places of refuge along the way (e.g. restaurant or office to ask for help).
- I understand that this permission for my child to walk home is sought for the benefit of my family on a purely voluntary basis and that we assume all inherent risk. Once my child leaves campus, I will not hold the school, its board members, employees, authorizer, or volunteers liable in the event an accident, injury, or other harm may occur.
- I understand that Aspire Public Schools' responsibility for my child ends when he/she is signed out on the daily roster (if applicable) or leaves campus (whichever happens first) in accordance with end-of- school-day protocols.

Rideshare Guidance

Aspire generally recommends against using rideshare services such as Lyft and Uber for student drop-off and/or pick-up. Unaccompanied minors are currently prohibited from traveling in [Lyft](#) or [Uber](#) per those companies' own policies.

Aspire does not have a relationship or program with Lyft or Uber to transport students, and, unless stated expressly to the contrary, will not screen, monitor, or otherwise review or assess the safety of any ridesharing service or any ridesharing driver or vehicles.

If you allow and arrange for your child to be dropped off or picked up at school by a ridesharing service, you expressly acknowledge that the school and its employees have no responsibility for your decision and have no responsibility or liability to you or your child related to the ridesharing service.

Attendance

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth.

Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

Daily Attendance and Participation in Activities

Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening, may be denied the privilege of attending school activities or events on that date.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if (1) the reason for the absence is listed below **and** (2) the absence **is communicated to the school within 5 days** of the absence: [Education Code §§ 48205(a), 48205(c)]

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. [Ed. Code 48205]
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident
5. For any of the following reason, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

- a. To access services from a victim services organization or agency.
- b. To access grief support services.
- c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator.

6. For the purpose of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
8. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed one school day per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
10. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment 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.
11. For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician. [Ed. Code Section 46015]

13. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people. [Ed. Code 48205]

14. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

Make-up Work

Students who are absent from school for any of the excused reasons stated under "Excused Absences," as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence [Education Code § 48205].

REFERENCE: Board Policy 7013 Make-up Work

General Tardiness

Any student who arrives at school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered "tardy."

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

Chronic Absenteeism

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to

provide an official medical or judicial verification in order to excuse an absence. In lieu of medical verification a school principal may also allow a student to be brought to school for a school official to determine if a student is too ill to attend. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of “F” or “NC”).

Students with excessive absences may be referred to the school’s Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include weekly study hall.

Withdrawal due to Excessive Unverified Absences (AWOL)¹

Students not in attendance due to unexcused absences for at least ten (10) consecutive days with no prior notice or without a response to calls, certified letters, or the truancy process may be disenrolled from the school, in accordance with the School’s involuntary removal procedures. Aspire shall create a process for communication with families who meet the above seat abandonment criteria.

Students disenrolled for the above reason may be placed on the waiting list and readmitted on a space available basis.

Truancy

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Any absence not cleared within 5 days will be marked as “unexcused. To avoid truancy, please always inform the office if your child’s absence or tardy is for an excusable reason as defined above.

Notifications of Truancy

If your child is classified as truant under the California Education Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in

¹ Not applicable to Foster Youth as defined by EC 48853.5 (a) and Homeless Youth as defined by Section 11434a(2) of Title 42 of the United States Code.

support of your child’s attendance. You will receive additional notifications after six and then again after seven total truancy events [Education Code §§ 48260, 48261, 48262].

First Notification of Truancy or Excessive Absences

- Letter #1 sent via email, regular mail, or delivered in person when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school’s truancy abatement program, including, but not limited to, Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent via email, regular mail, or delivered in person.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school’s truancy abatement program.

Notification of Determination of Habitual Truancy and SART

Once your child has received a third notification of truancy after accruing a seventh truancy event, your child is classified as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school’s truancy abatement program

Notification of Determination as a Habitual Truant

- Letter #3 sent via email, regular mail, or delivered in person . In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
 - SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
 - Student will be assigned, with or without parent consent, to the school’s truancy abatement program.
 - If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire Student Attendance Review Board (SARB).

The school’s SARB will consist of:

- The principal;
- The student’s teacher from the school in which the student is enrolled; and

- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

Notification of Continued Truancy and Referral to Aspire SARB

Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney [Education Code §§ 48260, 48261, 48262].

Notification of Continued Truancy—Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school’s truancy abatement program, including, but not limited to, Weekend Makeup School.
- If the parent fails to respond within 10 days or attend the scheduled conference, the matter may be referred to the District Attorney’s office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO’s designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

Health and Welfare Policies

Medication and Immunization Requirements

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, ‘No shots, no school’ [Health and Safety Code Section 120335]. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All

entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. Exemptions based on personal beliefs, including religious beliefs, are no longer an option for the vaccines that are currently required for entry into school in California. Students may be exempted from this requirement for medical reasons only. As of January 2021, all medical exemptions must be issued through the California Immunization Registry- Medical Exemption (CAIR-ME) website by physicians licensed in California (SB 276 and SB 714). Schools will only accept medical exemptions issued through the CAIR-ME system. In the event of an outbreak of a disease for which the child has not been immunized, the child will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, Aspire Public Schools follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of Aspire Public Schools

These required immunizations include:

Child's Grade	List of immunizations required to attend school
<p>TK/K-12 Admission</p>	<ul style="list-style-type: none"> ● Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses ● Polio - Four (4) doses ● Measles, Mumps, and Rubella (MMR) - Two (2) doses ● Hepatitis B (Hep B) - Three (3) doses ● Varicella (chickenpox) – Two (2) doses <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p>Entering 7th Grade</p>	<ul style="list-style-type: none"> ● Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose ● Varicella (chickenpox) - Two (2) doses <p><input type="checkbox"/></p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

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 the parent's desire that the school assist the student as set forth in the physician's statement.

COVID-19 Vaccine

We recommend and encourage students to get the COVID-19 vaccine and boosters as they become available to their age group.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container [Education Code § 49423].

REFERENCE: Board Policy 6006 Administering Medications and Monitoring Health Conditions

Nutrition Services

Aspire Public Schools participates in the School Breakfast Program (SBP) and National School Lunch Program (NSLP). In addition, many of our schools participate in the Child & Adult Care Food Program (CACFP), which provides snack and supper meals to students enrolled in after school programming.

Universal Meals Program

All Aspire schools will make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. For LCFF funding purposes, families will be asked to complete a lunch application or alternative income form. The completion of these forms may bring significant additional funding for the school, and qualify students for individual benefits such as college application waivers, AP testing fee waivers and Pandemic-Electronic Benefits (P-EBT) benefits.

Dietary modifications can be made for students who meet the criteria and have a completed medical statement submitted for evaluation. Should your child require a special diet, please request a Medical Statement to Request Special Diet form at the school's main office.

Student Wellness Policy: All stakeholders are able to participate in the development, review, update and implementation of the local School Wellness Policy. A copy of our Student Wellness Policy may be found on the Aspire Public Schools website at www.aspirepublicschools.org

REFERENCE: Board Policy 5001 Free and Reduced Price Meals

Alternate Placement Options

Should your child experience an illness or medical emergency that prohibits them from physically attending school, the following alternate placement options are available for consideration. Please reach out to your school's main office if you would like to discuss one of the options below for your student.

- **Home Hospital Instruction** - The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary** disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Home & Hospital Instruction for a student with a temporary disability and/or illness is also available through the district of residence where the student is hospitalized or in the home recuperating and should the student choose that option they may remain dually enrolled in Aspire during that time to maintain their enrollment with Aspire.
 - **Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes and after which a student can reasonably be expected to return to regular day classes without special interventions. "Individual instruction" means instruction provided to a student in a hospital or other residential health facility (excluding instruction in state hospitals), in the student's home, or under other circumstances prescribed by the State Board of Education. Source: <http://www.cde.ca.gov/sp/eo/hh/>*
- **Homebound Instruction** - This is a placement that is solely available to students with an IEP or 504 plan. Homebound Instruction or Instruction in the Home and is considered a placement on the continuum of services for special education students. If a student with an IEP/504 is deemed unable to access their educational program due to a temporary or ongoing medical disability, the school is obligated to continue to provide a program of special education and related services to the student during that time. Home Instruction is also an educational program option available to students with disabilities who are hospitalized for medical or psychiatric purposes or who cannot be educated in the public school setting due to significant health or mental health needs which may not be temporary in nature.

Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Student Accident

Aspire is committed to the safety of all students while they are in school. However, student accidents may occur during the school day. These situations are unfortunate and we try our best to support the student and family when these accidents occur.

Student accidents are documented and reported to our insurance. The school will also provide families with a claim form for accidents that are considered “severe”. If your child has an accident at school that you consider severe and would like to submit a claim, please contact your school’s Business Manager as soon as possible.

All required documentation must be submitted by the parent/guardian in order to process a claim.

Steps to submit a student accident claim:

1. School fills out top portion of claim form and gives to parent
2. Parent is responsible for completing the remainder of the form, then submit the claim to A-G Administrators
3. Parent compiles and submits the below documentation to A-G Administrators:
 - a. Itemized bill
 - b. Explanation of Benefits from your insurance
 - c. or Statement of No Insurance
4. Parent submits completed claim form along with supporting documents to insurance (school can assist if needed/requested)

*After submission, the processing time of a claim is approximately 5-10 business days. To check the status of a claim, complete the short form below or call A-G Administrators directly at (610) 933-0800 (M-F 8:30am-6pm EST).

Illness and Contagious or Infectious Disease

For the safety and protection of all, students should not attend school with any of the symptoms below and may be sent home if they display these symptoms at school:

1. Fever of 100°F or higher
2. Diarrhea, vomiting or nausea
3. Severe sore throat
4. Eyes that are red, swollen, crusting or draining (conjunctivitis)
5. Untreated, draining ears or earache

Students who have been ill with a fever need to be fever-free, without the use of medication, for 24 hours before returning to school. Students experiencing diarrhea or severe nausea and/or vomiting must be kept at home for 48 hours after they no longer have symptoms. Protocols for illness and outbreaks are based on the directions from the Public Health Department and Centers for Disease Control and Prevention. A student suspected of having a communicable disease will be sent home and parents will be asked to consult a physician and provide a written note from the physician indicating that the student may return to school.

Suicide Prevention

Aspire recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Aspire has developed prevention strategies and intervention procedures, which are outlined in Aspire Public Schools' Suicide Prevention Policy [Education Code § 215].

If you are aware of someone who is struggling with, or considering suicide, please immediately contact your local community resources such as a local hospital, law enforcement, or community-based organizations. Additionally, you can call the National Suicide Prevention Lifeline at 1-800-273-8255.

REFERENCE: Board Policy 8022 Suicide Prevention

Type 2 Diabetes

Pursuant to California Education Code § 49452.7, the below type 2 diabetes information is required to be shared to parents and guardians of incoming seventh grade students:

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes

develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Type 1 Diabetes

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for schools to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.

- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Stomach pains
- Trouble breathing

- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact your school's main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in

kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the school may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Toileting Supports

All age-eligible children are welcome in our classrooms regardless of their toileting status. We know children will need different levels of support, depending on how far along they are toward full toileting independence. For example, some children may still need direct toileting support, such as assistance in the restroom or changing a pull-up, while other children will need assistance with the occasional accident (for example, changing soiled clothing and putting clean clothing on), and some children will need assistance or additional instruction in wiping or cleaning themselves or handwashing. We will take the following steps to connect with families to support toileting needs:

(1) A Potty Progress Questionnaire will be provided to all families to help the school understand your child’s current toileting abilities. In this questionnaire, you can expect to discuss:

- Your child’s current toileting skill level
- Toileting routines at home and how they may translate to the school environment
- Resources to support toilet learning, as well as how to handle a toileting regression

Additionally, families will have the opportunity to see the classroom and meet the team. As needed, families and school staff can arrange to reconvene to create individualized toileting plans if the universal supports indicated below do not suffice.

(2) Typical Bathroom Supports: We believe in encouraging toileting independence. In support of that goal, we provide all scholars with the following:

- Reminders to listen to their body to determine if they need to use the restroom and scheduling regular bathroom breaks
- A welcoming bathroom environment (clean, well stocked with supplies, visual reminders as appropriate)

- Explicit teaching of in-class toileting practices, including learning how to ask to go to the bathroom, how to go to and from the bathroom independently, how to flush the toilet, hand-washing practices, etc.

(3) We understand it is important to ensure all children remain clean throughout the day and are assisted, as needed. Our first step is to ensure all students have access to extra clean clothes, provided by their household, in the event of an accident. Student questionnaires will include a request for an extra set of clean clothes to be sent to school. When an accident occurs, staff will support scholars to ensure they have the means to access clean clothes in a timely manner. Schools will have additional uniforms on hand in the event that personal clothes are not available.

- Trained staff will support children with toileting needs only as necessary using the least amount of adult intervention. Such interventions may include: verbal support with changing clothes from behind a stall door, verbal support and visual support with changing clothes with the door open, minimal support with changing clothes (holding pants or underwear as a child steps in, buckles or tie support; elastic waistbands are highly encouraged), arranging the front and the back of clothing, verbal support with cleaning, and other minimal support with cleaning (handing wipes and visually supporting how to clean oneself by walking a student through the process).
- Anytime toileting support is required, at least two trained staff members must be present, whenever possible.
- Soiled garments will be sent home with a note to families at the end of the day. In the event of a stool accident, depending on the severity, the child will be provided with a set of clean clothing, and the soiled clothing may be discarded.
- Individual toileting plans for children with high toileting needs who do not have toileting in their IEP or 504 plan will be developed in coordination with families and school staff. Please reach out to your classroom teacher or front office if this would be supportive for your family .
- If a scholar has an IEP or 504 plan, and toileting is related to their disability, the IEP/504 team will discuss and determine appropriate supports and accommodations, which may include physical support with cleaning.

Please note:

Children will not be sent home, suspended, disenrolled, or encouraged to disenroll due to toileting accidents, but rather schools will partner with families to create toileting plans for children on the road to toileting independence.

For children with medical or physical needs who receive toileting support through a 504 Plan or Individualized Education Plan (IEP), supports and services are determined by the 504 or IEP team.

Academics

Academic Integrity

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

Potential Consequences for Violating Academic Integrity

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

REFERENCE: Board Policy 8043: Academic Integrity Policy

Instructional Materials

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

Textbooks and Materials

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books [Education Code § 48904].

Required Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school [Education Code § 48904(b)].

California Mathematics Placement Act

In accordance with the California Mathematics Placement Act of 2015 [Education Code § 51224.7], Aspire Public Schools has adopted the “Enhanced Pathway” in the *California Mathematics Framework, 2013* as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

REFERENCE: Board Policy 7010 Mathematics Placement Policy

Testing

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards [Education Code §§ 60640-60649 C]. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3-8 and 11
- CA English Language Proficiency Assessment (ELPAC) for English Learners in TK-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
- Alternate English Language Proficiency Assessment (ELPAC) for English Learners in TK-12 who qualify based on disability
- Physical Fitness Test in grades 5, 7, and 9
- Additional benchmark and interim tests are administered for internal Aspire purposes including an internal reading diagnostic assessment
- Other federal, state and local tests as required
- A parent’s or guardian’s written request to school officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Family Life/HIV/AIDS Education

In accordance with AB-2601 and the California Healthy Youth Act (CHYA), the Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school [Education Code § 51934]. Comprehensive sexual health and HIV prevention education may be taught in grades K-6, inclusive. Content that is required in grades 7-12 may also be included in an age-appropriate way in earlier grades. (EC §§ 51933, 51934(b).)

The Family Life Education Program includes age-appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

In accordance with state law, California Healthy Youth Act (CHYA), Aspire Public Schools offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. Aspire Public Schools does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the school.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by school personnel or outside consultants. If the school chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
 - Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing

age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to school principal or designee.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

REFERENCE: Board Policy 7014 Sexual Health and HIV/AIDS Prevention Instruction

English Learners

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The English Language Proficiency Assessments for California (ELPAC) is California's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as a summative assessment (SA) to students who have been identified previously as English learners.

State law [Education Code §§ 313, 60810] and federal law (Title III of the Elementary and Secondary Education Act (ESEA)) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as a SA. For California's public school students, this test is the ELPAC. The ELPAC has three purposes:

1. To identify students who are English Learners (EL)
2. To determine the level of English language proficiency of EL students
3. To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

At the time of initial enrollment, a home language survey is used to determine the student's primary language. [5 CCR 11307] Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey,

and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument English Language Proficiency Assessments for California (ELPAC). [5 CCR 11511]

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. [5 CCR 11516]

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student’s individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student’s individual needs. [5 CCR 11516.5]

Reclassifying and Initially Classifying English Learners

The ELPAC assesses student performance in the following areas: Listening, Speaking, Reading and Writing. The following four criteria are required as part of our reclassification policy and procedures: (1) Assessment of English Language Proficiency, (2) Teacher Evaluations, (3) Parent Consultation, and (4) Basic Skills Relative to English Proficient Students:

Policy for Reclassifying English Learners:

Table 1: Aspire’s RFEP Policy

Criteria	Requirement
<p>Criteria 1: Assessment of English Language Proficiency</p>	<p>Summative ELPAC Overall Performance Level 4</p> <ul style="list-style-type: none"> For students with disabilities, if they have been designated as an EL for 6 or more years and still have not received a score of 4 and have maintained or grown between the previous 2 consecutive year’s Summative ELPAC testing, the IEP team can consider a score of a 2 or 3. We want to ensure we are exhausting all options, whether adding accessibility supports or evaluating the student for alternate curriculum to achieve a score higher than a 1. All students with a Summative Alternate ELPAC Level 3 (Fluent English Proficient) are eligible to be considered for reclassification.
<p>Criteria 2: Teacher Evaluation</p>	<p>K-5/6 For EL students in Grades K-5/6 to meet the teacher evaluation criterion for reclassification, the students must receive ELA progress report card composite scores of 2 or above.</p> <p>Grades 6-12 For EL students in Grades 6-12 to meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or English Language Development course. The following courses qualify for reclassification:</p> <ul style="list-style-type: none"> Grade-level English Academic ELD (UC approved) ELD Course Offerings <p>If a student does not have a grade of 2/‘C’ or better, the student’s instructional or Individualized Education Plan (IEP) team should identify a core class, a trained teacher, and a secondary trained observer (administrator, another classroom teacher, School Psychologist, Program Specialist, MLL Coordinator, etc) to conduct the Observational Protocol for Teachers of English Learners and submit at least 1 observation each through PowerSchool. A student must score a Level 3 or 4 for both receptive and expressive skills according to the both trained observers’ OPTEL tool in PowerSchool.</p>

<p>Criteria 3: Family Consultation</p>	<p>Families are consulted on the reclassification recommendation.</p> <p>If the student is a student with a disability, this consultation must take place during an IEP meeting and be documented within the IEP notes.</p>																																																	
<p>Criteria 4: Basic Skills Assessment</p>	<p><i>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age such that they are “sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.” (EC Section 313(f) English Language Proficiency (ELP) Assessment requirements are specified in California EC sections 313, 60810, and 60812.)</i></p> <p>Same age = same grade level</p> <p>Empirically established range of performance in basic skills based on the performance of English proficient students = thresholds identified from assessments taken by all students from within the grade level within the last calendar year</p> <p>mClass (K-2)</p> <ul style="list-style-type: none"> ● Requirement: At or above benchmark ● Rationale: We know students who are reading on or above grade level by 3rd grade are much more likely to be successful in the remainder of their academic career. Aspire prioritizes intervening with all students, including English only students, who are reading below grade level before 3rd grade. <p>iReady Reading (3-11)</p> <ul style="list-style-type: none"> ● Requirement: Scoring at or above the average English Only (EO) scale score for their region minus the standard deviation, grouped by grade level and Special Education Indicator (as appropriate) after each iReady testing window ● Rationale: If students are not yet reading on grade level by 3rd grade, we want to ensure they are reading on par with their English only peers in order to effectively access curriculum the same. ● Example student: <p>The average English Only scale score for 7th grade in this region for the End-of-Year (EOY) iReady window was 527.07. Minus the standard deviation of 10.6 for 7th grade, the RFEF threshold for English Learners students is 516.47. The student's EOY iReady scale score of 525 meets the RFEF threshold of 526.47.</p> <table border="1" data-bbox="464 1052 1484 1184"> <thead> <tr> <th>iReady Threshold Met?</th> <th>Region</th> <th>School</th> <th>Student Name</th> <th>Grade Level</th> <th>ELAS</th> <th>22-23 Summ ELPAC Overall PL</th> <th>Average EO EOY iReady Scale Score</th> <th>RFEF Threshold for EOY iReady (Avg EO - Standard Deviation)</th> <th>EOY iReady Date</th> <th>Student EOY iReady Scale Score</th> </tr> </thead> <tbody> <tr> <td>Met</td> <td></td> <td></td> <td></td> <td>7</td> <td>EL</td> <td>4</td> <td>527.07</td> <td>516.47</td> <td>2/28/2024</td> <td>525</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Standard deviations by grade level below: <table border="1" data-bbox="464 1234 1281 1339"> <thead> <tr> <th colspan="9">Reading</th> </tr> <tr> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>10.0</td> <td>10.1</td> <td>10.3</td> <td>10.5</td> <td>10.6</td> <td>10.7</td> <td>10.7</td> <td>10.8</td> <td>10.9</td> </tr> </tbody> </table> <p>SBAC ELA (3-8, 11)</p> <ul style="list-style-type: none"> ● Requirement: Score of 2 (Standard Nearly Met) or above ● Rationale: According to Surveying the Landscape of California’s English Learner Reclassification Policy, “Most districts assess English Language Arts (ELA) skills in grades 3–11 through the Smarter Balanced Assessments (SBAC). Slightly more than half of districts reclassify with a performance level of “nearly met.” While this might sound as if we expect too little of ELs, over 50 percent of students who speak only English at home do not meet the standard on the SBAC.” <p>iReady (12th grade)</p> <ul style="list-style-type: none"> ● Requirement: <ul style="list-style-type: none"> ○ Fall: At or above the 51st percentile ○ Winter: At or above the 49th percentile ○ Spring: At or above the 51st percentile ● Rationale: Our 12th grade students are not required to take the iReady assessments; therefore, we do not have English Only (EO) scale scores to compare against for this grade level. We are then going with iReady’s second 	iReady Threshold Met?	Region	School	Student Name	Grade Level	ELAS	22-23 Summ ELPAC Overall PL	Average EO EOY iReady Scale Score	RFEF Threshold for EOY iReady (Avg EO - Standard Deviation)	EOY iReady Date	Student EOY iReady Scale Score	Met				7	EL	4	527.07	516.47	2/28/2024	525	Reading									3	4	5	6	7	8	9	10	11	10.0	10.1	10.3	10.5	10.6	10.7	10.7	10.8	10.9
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	<p>recommendation of percentile. We will revisit this threshold and SPED comparison data after collecting iReady data for grades 9-11 for the 2024-25 school year.</p> <p>MAP (9-12th grade) – sunsets for 24-25 School Year</p> <ul style="list-style-type: none"> ● Requirement: 25th percentile <p><u>For Students with IEPs on Alternate Curriculum:</u></p> <p>California Alternate Assessments (CAA) for ELA (3-8, 11):</p> <ul style="list-style-type: none"> ● Requirement: Level 2 or above ● Rationale: According to the CDE, “Students at this level demonstrate foundational understanding of core subject matter in the content area when provided with frequent prompts and supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.” <p style="text-align: center;"><i>or</i></p> <p>Brigance for students on Alternate Curriculum (all grades):</p> <ul style="list-style-type: none"> ● Requirement: Composite Score=85+/Percentile Score=16+ in the following areas: Overall Language Development (Expressive), Overall Language Development (Receptive), Overall Academic Cognitive (Literacy and Mathematics) (Reference) ● Rationale: Using the norm-referenced assessments to benchmark or to pretest and post test is useful for seeing gains a student has made over the duration of a full academic year. But because performance is represented in normative scores, gains shown are relative to those of same-age peers.
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*All RFEP letters should be distributed to families, stored in the student’s file, and uploaded as a document the student’s PowerSchool profile

Structured English Immersion (SEI) Program

Aspire Public Schools offers a Structured English Immersion Program. The Structured Immersion Program is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated and Integrated ELD and access to grade level academic subject matter content.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school’s EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school’s EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs [20 U.S.C. sections 1703[f], 6312[e][3][A][viii]].

REFERENCE: Board Policy 7012.4 Aspire English Learner Reclassification Criteria

Physical Education

The school's physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards [Education Code § 51222]. Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program [Education Code §§ 49500-49505, 49510-49520].

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

REFERENCE: Board Policy 8004 Wellness Policy

Independent Study

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Independent Study may be requested if a student will be absent from school for an extended period of time, due to excused or warranted circumstances (see section on Excused Absences in this handbook). Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is in the sole discretion of the principal, though no student may be placed in Independent Study without the parent/guardian's written consent. If a student does not meet the expectations of the Independent Study program, including the conditions outlined in the student's Independent Study Agreement, the Principal or the Principal's designee may conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Principal as to whether the student should be allowed to participate in the program again. The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be (5) school days, unless otherwise extended by the supervising teacher.

An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if their individualized education program (IEP) specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement.

REFERENCE: Board Policy 7004.1 Independent Study

Work Permit

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session [Education Code §§ 49110-49119]. The request for a work permit shall be submitted to the Principal or designated school staff on a form approved by the CDE. Students granted work permits must demonstrate and maintain a 2.0 cumulative and previous term GPA, and satisfactory school attendance.

Expanded Learning/Afterschool Programs

Aspire Public Schools' expanded learning programs operate during afterschool hours and select intersessional days, provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities [Education Code §§ 35179, 48930-48938]. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents—and have fun. If you have questions about your school's afterschool program, please contact the school office.

Elementary Retention

As early as possible in the school year, the Superintendent of Equitable Instruction or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the practice below.

Students shall be identified on the basis of the assessment results on the state's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education and, in addition, local assessments and grades.

Retention, according to the state of California and Aspire Public Schools, is intended to be an intervention that further supports the students academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly.

A school and parent/guardian can determine if the student is showing lack of progress as early as 6 weeks into the school year if the student had previously attended that school the year before and as early as 12 weeks if the student is new to the school. The school must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least 4 times throughout the year. The school must communicate an

intervention plan and resources/support to parents. If progress has not been made after consistent intervention and support and consistent attendance from students, then the school team will communicate to parents at least 6 weeks before the end of the school year. The decision must be made in the best interest of the student's academic and social-emotional development, with the approval of the parent/guardian.

Below is the practice Aspire Public Schools will adhere to when implementing the potential retention of a student:

- The pupil's grades have been consistently below grade level throughout the academic year on grade-level assignments and assessments compared to their peers and academic standard of that grade level AND
- The student's reading proficiency is far below grade level as measured by academic assessments, including mCLASS (K-2 ELA), iReady (K-8 Math & 3-8 ELA), and MAP (9-11 ELA & Math) AND
- The student's math proficiency is far below grade level as measured by a school's standardized mathematics assessment AND
- The pupil had access to a fully credentialed permanent teacher(s) throughout the year AND
- The school has a designated team that met regularly to identify the student, provide supports and collaborated and communicated with the parent at least 4 times throughout the year, at least 6 weeks apart AND
- The site team consisted of child's classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the child's parent/guardian, AND
- The school team has record of the meetings, data presented and interventions/supports implemented AND
- The school implemented at least 2 documented SST's with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity AND
- If the student has an IEP, that team must convene (and there should be no SST meeting held for those students as it is duplicative) to discuss what adjustments may be required for the student's IEP to ensure appropriate progress based on their disability. If retention is being considered, the IEP team must discuss and make a recommendation to the appropriate administrator for final determination. The decision to retain is not considered an IEP placement decision, final determination is made by a school administrator in consultation with the parent(s). If the school determines retention appropriate, a follow-up IEP meeting may be necessary to

discuss progress towards grade level goals and any additional support and services that could be necessarily associated with the change in grade level.

- The parent/guardian has received 35 day notice that the school team has made the recommendation to retain and give parent/guardian the option to meet with the team to consult AND
- Superintendent approval once parent/guardian signs and approves

If the school meets all of the above criteria, they must also provide:

- The school must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The school must communicate the parent/guardians right to appeal and timeline
- The parent/guardian has the right to appeal verbally or in writing to the team the decision to retain within 7 school days of the date of written notice
- If parent/guardian appeals, then the school must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate
- For kindergarten students, retention is only an option if the above criteria are met AND both parent/guardian and the school must agree that the student may continue in kindergarten no more than one additional school year. Additionally, the school must complete a [Kindergarten Continuance Form](#). We do not offer retention within our TK program and all students completing TK will move into kindergarten the following year.

*If the parent/guardian requests retention of the student, then the school team must meet with the parent/guardian and present and evaluate the data requested above.

Secondary Academics

Graduation Requirements

California Education Code § 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn the designated number of A-G credits outlined below with a C- or above. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU A-G program so that students are competitive for private college admissions and scholarships.

Subject	Credits	Requirement
History/Social Sciences	25	1 year of World History, 1 year of US History, and 1 semester of Ethnic Studies
English	40	Emphasis in Literature & Composition.
Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended.
Laboratory Science	20	In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.
Visual & Performing Art	10	The 10 credits must be in the same UC A-G art discipline (music, dance, theater, visual art, interdisciplinary art)
Electives	40	Courses can be additional credits in any of the UC courses listed above, or in courses approved for the UCG elective category.
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC A-G approved courses.

Ethnic Studies	5	1 semester of Ethnic Studies, (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements). (Note: This requirement is effective for the graduating class of 2026)
Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	minimum 210	All students must earn a C-or better for credit. Credit is earned for grades of C-or higher only with the exception of any Ds received during the window of time that Aspire offered credit for Ds (SY 19-20 to 22-23). Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

Students must be enrolled in a minimum of 240 instructional minutes per school day [Education Code §§ 46144, 46146]. 11/12th graders concurrently enrolled in a UC/CSU/CC have a lower daily minute requirement of 180 minutes per day [Education Code § 46146].

The requirements are the minimum requirements for admission into the California State University (“CSU”) or University of California (“UC”) system.

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

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).
College Units	Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of C-or better. Students who receive a D-, D, or D+ in a college course will not receive credit toward A-G course requirements but may receive college credit from the attending institution, and consequently, the Aspire college credit requirement.

College Entrance Exams	Students must apply for and take at least one of the prescribed college entrance examinations.
College Applications	Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA or California Dream Act application or Opt Out via the Opt Out Form.
Grade Point Average	Students must maintain a grade-point average of 2.0 or higher.

Ethnic Studies

Students must take a one-semester Ethnic Studies course in 9th or 10th grade. This requirement applies to students who were incoming 9th graders in 2022 and going forward.[AB1460; AB2016].

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

Aspire Public Schools shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code §§ 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program [Education Code §§ 60851, 60859].

Early Graduation

Aspire Public Schools handles early graduation case-by-case, and must be brought to school administration in the Fall of 11th grade. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Retroactive Diplomas

The governing board of Aspire Public Schools has the authorization to retroactively grant a high school diploma to a pupil who has departed California against his/her/their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of his/her/their departure [Education Code § 51430].

Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities: Pathways to graduation are individualized based on consideration of student needs. The following guide the decision making regarding individualization:

- Least Restrictive Environment: ensure students are receiving access to the full educational program to the greatest extent possible.
- Student agency: student voice should drive the development of their individualized transition plan

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements [Education Code §§ 56390-56392].

Federal Special Education law (IDEA) states that Individual Transition Plan development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

(Note that for Aspire Public School schools in LAUSD, the district requires transition plans to be developed no later than age 14.) Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year which will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Administrative Regulation 6145.4 describes the process that the team must follow for preparation, discussion and documentation. Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion (COC) is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code §§ 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student’s completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22. .
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student’s transition plan and what is best for them.

REFERENCE: Board Policy 7003

High School Commencement

Earning a Diploma

A student can only earn a diploma from an Aspire school once the student has done the following:

- Completed all graduation requirements with regard to classes and credits.

Any student who has not met all credit requirements by the date of graduation must complete all units by August 15th of the student’s graduation year in order to earn a

diploma from an Aspire school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.

Commencement Ceremony Participation Requirements

A student may participate in their school's commencement ceremony if one of the following is true:

1. The student has met or is on track to meet all of the school's graduation requirements with regards to classes and credits, and met all of the school's commencement ceremony requirements [Education Code § 51228]; or
2. The student is deficient 10 or less credits, has met all of the school's commencement ceremony requirements), and has signed up to make up the credits the summer immediately following graduation

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the approval of the Regional Superintendent of Equitable Instruction or designee [Education Code § 48904].

Per Education Code § 35183.1, Aspire students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment, as defined, at school graduation ceremonies. Notwithstanding the foregoing, Aspire may prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

Cal Grant Program for College

Cal Grants are for students who are pursuing an undergraduate degree or vocational or career training, and do not have to be repaid [Education Code § 69432.9]. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent/private and career colleges or technical schools in California also take Cal Grants.

Students must complete and submit either a Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (CADAA) to apply for financial aid. In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CSAC") electronically by a school or school district official unless the parent or the student opts out. Students must also complete and submit either a Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (CADAA). A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CSAC the student's GPA.

Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Please see your College Academic Counselor or a school site administrator for a copy of the Cal Grant Opt-Out Form prior to September 1st..

Senior Regional Managers of Post Secondary Pathways will prepare all Cal Grant GPA spreadsheets and deliver to their site teams by September 1st. Site teammates (typically counselors) should upload these spreadsheets to Webgrants by October 1st.

Concurrent Enrollment

Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses [Education Code § 48800]. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

Granting Credit from Non-Aspire Schools

Aspire will grant credit from other high schools and institutions in alignment with its policies. No credit will be awarded for grades below C- from an external school with the exception of any D they may have received during the window of time that Aspire offered credit for Ds (SY 19-20 to 22-23). When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester). Please speak with the site administrator(s) and the school's academic counselor(s) to understand which credits will transfer and meet Aspire's graduation requirements.

REFERENCE: Board Policy 7015 Reciprocity of Academic Credit

Secondary Grading

Grading Vision

Aspire Public Schools supports scholars to fully actuate their potential. We believe that it is our responsibility to create the most optimal learning conditions for scholars to arrive at that unique genius. We understand that we live in a society laden with inequities and we are consciously working at interrupting those inequities in order to create transformative experiences for our young people. Our Aspire value statement of *agency and self determination specifies that each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills and power to access and make choices for their families and post secondary lives.* Our secondary grading policy and practices strive to embody these tenants in alignment with our values, mission and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

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

Gradebook Entries

Aspire-wide Expectations

Aspire teachers will only record standards-aligned assignments in the gradebook. Assignments aligned to high priority standards will be entered into the gradebook for formative and summative grades. Life skills and daily homework assignments will not be entered into the gradebook as an academic grade.

Criteria for Grades	
Grade	Criteria

A+	Exceeding the grade-level standards
A	
A-	
B+	Meeting the grade-level standards
B	
B-	
C+	Approaching the grade-level standards (Student has key gaps in their understanding of the standard)
C	
C-	
D+	Not yet met the standards (Student is unable to demonstrate B or C levels without assistance)
D	
D-	
F	Insufficient evidence to assess grade level standard mastery

School Site Discretion

Aspire Teachers shall determine which non high priority standards should be entered into the gradebook. Students should have multiple at-bats to demonstrate mastery of the standards. Teachers should determine the appropriate time to allow for the at-bats.

Aspire site leaders should determine school site expectations on minimum number of gradebook entries, weighting of assignments, and replacing previous grades with more current grades on the same content. Site leaders have two options for adhering to only standards aligned grades, the school can implement standards based grading or ensure all graded assignments are aligned to grade level standards. Regions have flexibility to implement a mastery-based grading approach, in which summative grades on standards replace formative grades.

Term Weights and Grading periods

Aspire-wide Expectations

Aspire schools select one of the two options for term weighting, grade storage, and report cards/progress reports for all teachers within their school. When students are not demonstrating progress towards mastery and at risk of not passing, the school is responsible for communicating with families in a proactive manner, per [CA Ed Code 49067](#).

School Site Discretion

Aspire site leaders should create a system for communicating with families when students are at risk of not passing. This can include meetings with teacher(s), admin and school site counselors to set up a support plan for the student.

Reassessments

Aspire-wide Expectations

All scholars will be given access to reassessments. Scholars who score below mastery will be given the opportunity to take reassessments to improve their grade. The higher test score will be recorded in the gradebook. Assignments that assess mastery will be eligible for reassessment.

School Site Discretion

Certain assessments may be excluded from the reassessment policy , through a joint decision of the teacher and site leadership team (i.e., final exams). Teachers will determine when opportunities exist for scholars to retest and should provide multiple options for students. Scholars may be required to attend tutorials, complete test corrections, or perform other tasks prior to retesting. The reassessment must cover the same material, or objectives, as the original assessment. However, the test or assignment may be in a different format or have new questions.

Late work

Aspire-wide Expectations

Aspire scholars are allowed to turn in any assignment included in the gradebook without penalty.

School Site Discretion

Teachers in partnership with the site leadership team should determine the appropriate cut off date for late work submissions (i.e., date of unit summative assessment, a week before the end of the grading term). This cut off date should allow teachers ample time to grade the assignments prior to the end of term. Teachers and site leaders should consider student grade level, type of assignment, and individual student needs when determining cut off date.

Extra Credit

Aspire-wide Expectations

Aspire teachers will refrain from creating extra credit activities or assignments.

Students with an IEP or 504 Plan

For students with an IEP or 504 Plan, teachers must work in collaboration with the student's case manager. IEPs and 504 plans are legal documents and take precedence over any differences in policies regarding grading, reassessments, submissions for late work, etc.

Multi-Language Learners

For newcomers in particular, teachers should be fully aware of a student's [Individualized Newcomer Plan](#) which would name particular supports such as having the opportunity to turn in assignments in home language and access assessments in home language, for a given period of time.

Retention and Acceleration

Secondary Retention

APS believes that students should have an opportunity to continue to earn their High School diploma and advance to their Post Secondary Plans beyond APS. In order to achieve this opportunity we believe that some scholars would benefit from a 5th year in our program. We believe this is aligned to our equity commitments and value of self-determination. This policy is in place for students who have extenuating circumstances and is not intended to be normalized.

Retention is intended to be an intervention that further supports the students academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly. However, in the case of a high school Aspire Public Schools has created a policy in alignment with age considerations in high school and credit to grade level ratio.

High school students progress through each grade level in high school (9th-12th) by earning credits to get them to the next grade level. Each year/semester, students will be offered either directly on site or in partnership with local programs, the following: night classes, community classes, Saturday school or summer school to make up credits, should they be off track for graduation. Aspire's practice is to be proactive by supporting and documenting interventions for students throughout their high school career. Intervention if necessary, should begin in advance of a student's senior year. Once a student accrues the specified amount of credits, then they are deemed to be in appropriate credit standing for the grade level. Our total credit requirement for graduation is 210, 54 credits a year deems a student on track to graduate. If a student gets to their 4th year of high school, Aspire Public Schools offers a 5th year to students who are credit deficient and meet the age requirements.

In the Fall of an academic school year, the Principal and admin team shall identify students who are not meeting credit expectations. Schools will be expected to communicate the status to the student and their parent/guardian, with a support plan to recover and/or make-up credits. The school must present options for classes and credit recovery.

A school and parent/guardian can determine if the student is showing lack of progress as early as 10 weeks into the school year. The school must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least 4 times throughout the year. The school must communicate an intervention plan and

resources/support to parents annually. If progress has not been made after consistent intervention and support and consistent attendance from students, then the school team will communicate to parents at least 8 weeks before the end of the academic year to prepare for summer credit recovery. The decision must be made in the best interest of the student's academic and social-emotional development, with the approval of the parent/guardian.

Below is the Standard Practices for considerations of a 5th year student:

- In accordance with California Ed Code 56026, a student with an IEP is eligible for special education services until the age of 22. Aspire Public Schools offers differentiated graduation pathways that are individualized for each student with an IEP per their Individualized Transition Plan that is reviewed by their IEP team annually.
- The pupil does not have 210 units to meet the Aspire Graduation requirements.
- The student has historic challenges with both academic and social emotional skills and would benefit from more support as a 5th year student
- The site team consisted of child's classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the student's parent/guardian, AND
- The school team has record of the meetings, data presented and interventions/supports implemented AND
- The school implemented at least 2 documented Student Success Teams with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity AND
- Students and families must be notified of 5th year enrollment by the end of fall semester of their senior year.
- The parent has received 50 business day notice that the school team has made the recommendation to hold for a 5th year and give parent/guardian the option to meet with the team to consult AND
- Superintendent approval once parent signs and approves
- For students who are over the age of 18, please see the section titled "Special Enrollment Considerations: Over-Age Students"

If the school meets all of the above criteria, they must also provide:

- The school must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The school must communicate the parent/guardians right to appeal and timeline

- The parent/guardian has the right to appeal verbally or in writing to the team the decision to support a 5th year of instruction within 7 school days of the date of written notice
- If parent/guardian appeals, then the school must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate

*If the parent/guardian requests retention of the student, then the school team must meet with the parent/guardian and present and evaluate the data requested above.

Acceleration

When high academic achievement is evident, the school team may recommend a student for acceleration into a higher grade level to the Regional Superintendent of Equitable Instruction or designee. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Secondary Grading and Transcripts

Students/families may request to withdraw/drop courses or College Academic Counselors may identify a need for withdrawal within the first two (2) weeks of the course only for the following three reasons:

- The student has taken and received credit for the same class previously.
- The student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

Re-taking a Class for which a Passing Grade Was Earned

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

Re-taking a Class for which a Passing Grade Was NOT Earned

For cases where a student fails a course, the following are ways for a student to gain credit for a failed course in the preferred order :

1. The student retakes the exact and entire course at your school using an (R) section and completing the live full course with a teacher either during the school year or over the summer.
2. The student takes the entirety of the most similar course through an outside provider that provides a grade report (not an official transcript) such as Edgenuity or Cyber High. On the transcript, it will show as for example, English 10B (Edgenuity), and both grades will be included in the CSU GPA calculation.
3. The student takes the entirety of the most similar course through a provider, which could be another school, that provides an official transcript. Both grades will be included in the CSU GPA calculation.

A student must recover credits one of the ways listed above. Grade changes will not be accepted to recover credits. The decision for which course of action (from the list above) a school takes to recover credits for a student is at the discretion of the Principal and Superintendent of Equitable Instruction.

Please note, students must recover the exact same course in order to earn the missing credits and have the failing grade replaced by the passing grade in their GPA.

Special Enrollment Circumstances: Over-Age Students

A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

1. the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965 [(5 CCR 11960 (c)(1)(A)(B)]; and
2. the pupil is not over the 22 years of age on the date of enrollment.

Aspire encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival

Guide for Teenagers”, which is available at www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf.

In addition, Aspire would like to specifically make all students, and especially students, over the age 18 aware of California Penal Code Section 261.5(a), which provides: “Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age.”

State Seal of Biliteracy

An Aspire secondary school may choose to participate in the State Seal of Biliteracy (SSB) program. An Aspire school that participates in this program must work with the Director of Multi-Language Learner Supports to maintain appropriate records of their identification of qualifying students, who will submit the online Insignia Request Form on behalf of the school. The Insignia Request Form may be submitted at any time; however, it is recommended that requests be submitted far enough in advance to allow time for the California Department of Education (CDE) to process the requests and for insignias to be affixed to diplomas or transcripts. Participation is voluntary and no fee may be charged to the student.

Student Rights And Responsibilities

Notice for Directory Information

Under FERPA, Aspire must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, Aspire may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that the parent or student does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that they may opt-out of having this information provided about the student, and must provide Aspire with the decision to opt out within 30 days of when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided 30 days to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with four directory information categories—names, addresses, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, and telephone listings—unless parents or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within 30 days from the date you were informed of what is included as "directory information."

Student Records

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent [34 CFR 99.3; Family Code 3025]
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to their student records and grant consent for the release of records [34 CFR 99.3, 99.5]
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law [Education Code § 56041.5]

Student Records Release to Colleges

Upon request from other K-12 schools, colleges or universities for information pertaining to an applying student's record, Aspire administrators and counselors must honestly and fully disclose the academic records [Education Code §§ 49060-49079]. Aspire administrators and counselors will make a reasonable attempt to notify the parent or student, if the student is over 18, of the request for records at the parent's or student's last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Aspire will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School's pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

REFERENCE: Board Policy 8009 & 8042 Student Records; Collecting and Retaining Student Records

Student Fees

No student shall be required to pay a fee, deposit, or other charge for their participation in an educational activity which constitutes an integral fundamental part of Aspire's educational program [Education Code §§ 49010-49013]. This general prohibition against student fees, unless authorized by law, shall not restrict Aspire from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Aspire shall not offer or award to a

student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Legally Authorized Fees and Prompt Payment

Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, . A record of such fees is kept in PowerSchool.

Students are expected to pay any accrued fees promptly, without constant reminders. Unpaid fees may limit participation in extracurricular activities including, but not limited to dances, field trips, and prom. Students should always request a receipt when paying any bills. All services, goods, and bills paid by check are subject to a returned check fee.

A student's grades, diploma, and transcripts may be withheld, after affording the student due process rights when a school's real or personal property has been willfully cut, defaced, or otherwise injured or damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil's parent or guardian has paid for such damages.

Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed \$10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

Married, Pregnant, Or Parenting Teens

Pregnant or parenting students, regardless of their marital status, have the right to attend Aspire Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment [Education Code § 222]. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy

related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Pursuant to AB 2289, a pregnant or parenting pupil is entitled to 8 weeks of parental leave and during this leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Absences will be marked as excused.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in their school if it is necessary in order for the student to be able to complete any graduation requirements, unless the school determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of Aspire Public Schools. The complaint may be filed in writing with the compliance officer:

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

REFERENCE: Board Policy 8023: Married/Pregnant/Parenting Students Policy

School Employee Code of Conduct with Students

Professional Boundaries and Conduct

Aspire Public Schools recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

Examples of Permitted Actions (Not Corporal Punishment):

1. Stopping a student from fighting with another student.
2. Preventing a pupil from committing an act of vandalism.
3. Defending oneself from physical injury or assault by a student.
4. Forcing a pupil to give up a weapon or dangerous object.
5. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of Prohibited Actions (Corporal Punishment):

1. Hitting, shoving, pushing, or physically restraining a student as a means of control.
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment.
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

Aspire Public Schools is committed to ensuring a safe and supportive learning environment. The following guidelines outline acceptable and unacceptable behaviors to maintain appropriate boundaries between staff and students. This policy is intended to inform students and families about the high standards of behavior and professionalism expected from school staff.

Unacceptable Staff/Student Behaviors:

- Giving personal and intimate gifts to students.
- Any type of unnecessary physical contact with a student
- Being alone with a student away from school grounds without parental permission.
- Making or participating in sexually inappropriate comments, jokes, or stories.
- Seeking emotional involvement with a student or discussing personal troubles or intimate issues for personal benefit.
- Giving students a ride to/from school or school activities without parental permission and formal approval.
- Any use of racial slurs, even when quoting language used by other individuals.

Acceptable Staff/Student Behaviors:

- Obtaining parents' written consent for any off site of after-school activity and obtaining formal approval to take students off school property for activities such as field trips or competitions.
- Professional Emails, texts, phone and instant messages to students pertaining to school activities or classes (communication shall be limited to school technology)
- Giving students praise and recognition without touching them, and keeping after-class discussions with students professional and brief.

If any student or parent suspects that a staff member has crossed professional boundaries, they should immediately report the matter to a school administrator. All reports will be kept as confidential as possible and will be appropriately investigated.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 USC 794]

- Compliance monitored by the Office for Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act (IDEA). Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. (For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*)

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

Child Find and Special Education Notification

If a student is eligible for Special Education, the programs and services are provided at no cost to you. Programs and services are individualized based on the needs identified for the student and may include specialized academic instruction, behavioral intervention services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and/or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are provided at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan (IEP). No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The evaluation will result in a written report consistent with Education Code § 56327.

Whenever a parent provides a request for assessment, the LEA has 15 days (tolled for school breaks in excess of 5 days) to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a

copy given to the parents/guardians. Parents/guardians have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of the parent's written consent to the Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt (tolled for school breaks in excess of 5 days) of parent's written consent.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Regional Special Education office. Appointments or further information can be obtained by contacting the Aspire Regional Special Education office or by requesting information from your local school principal.

REFERENCE: Board Policy 8041 Identification And Education Under Section 504

Special Education Complaints

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent, which include the Alternative Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

Homeless Children and Youth (McKinney-Vento Reauthorization of 2002)

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the McKinney-Vento Liaison at each school site. The contact information for this liaison can be obtained from the school's main website.

The liaison shall ensure that (42 U.S.C § 11432(g)(6)):

1. Homeless students are identified by Aspire personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by Aspire.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Aspire.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Aspire, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Aspire personnel providing services receive professional development and other support.
9. The Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Aspire shall administer a housing questionnaire for purposes of identifying homeless children and youth. Aspire shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Aspire shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Aspire. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled Aspire speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Aspire shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: Aspire will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. Aspire will immediately enroll a homeless student seeking re enrollment in the School as the student’s school of origin (subject to the School’s capacity and pursuant to the procedures stated in the School’s charter and Board policy). Aspire will also immediately enroll any homeless student seeking to transfer to the School (subject to the School’s capacity and pursuant to the procedures stated in the School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the School operates an intersession program, the School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil’s parent, guardian, educational rights holder, Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the School on non school days, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the School any time after the completion of their second year of high school shall be exempt from any of the School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the School makes a finding that the student is reasonably able to complete the School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student’s school enrollment, or, for pupils with significant gaps in school attendance, the pupil’s age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within **thirty (30) calendar days** of the date that a student who may qualify for exemption under the above requirements transfers into the School, the School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The School shall notify and consult with students who are exempted from the School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed² decision on whether to accept the exemption.

The School shall not require any student who would otherwise be entitled to remain in attendance at the School to accept the exemption from the School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the School's additional graduation requirements will continue to apply while the student is enrolled in the School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the School's additional graduation requirements.

² [1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

If a student who is exempted from the School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the School, the School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the School determines the student is reasonably able to complete the School's additional graduation requirements by the end of the student's fifth year of high school, the School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the School for a fifth year to complete the School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the School for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Principal or designee shall exempt the pupil from School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. The School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is not eligible for an exemption in the year in which the pupil transfers between schools, because School makes a finding that the pupil is reasonably able to complete School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then the School shall do the following:

1. Within the first 30 calendar days of the following academic year, the School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete the School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete the School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Aspire shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: Aspire will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

Aspire will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the School shall not require the student to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Aspire Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

REFERENCE: Board Policy 8028 Education for Homeless Students

Foster Children and Youth

As required by State law [Education Code §§ 42920–42925; 48850–48859; 51225.1], Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held.

1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
 - The school you attended when you first entered foster care,
 - The school you most recently attended, or
 - Any school you attended in the last 15 months that you feel connected to.
- Your school must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout.

3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept any partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

4. GRADUATION RIGHTS

- If you are behind on your credits, and you transferred schools after your 2nd year of high school, you may be eligible to graduate under Assembly Bill (AB) 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school's requirements.
- Your school must inform you of your right to this option within 30 days of your school transfer, including consulting with you and your ERH about your options. If you do not qualify when you transfer, the school must reassess whether you qualify within the first 30 days of the next school year. You can also request a reassessment at any time and the school must complete it within 30 days.

- You have the right to stay in high school for a fifth year to complete your school's graduation requirements, or the state graduation requirements, even if you are over eighteen.
- If you are eligible (even if you were not originally eligible, your district failed to inform you when you were eligible, or you are now attending adult school), the decision of whether to graduate under AB 167/216, to defer the decision, or to change your mind before you graduate, is made by your ERH, or you if you are over eighteen.

For additional information concerning services for foster children and youth, please contact your school's main office.

REFERENCE: Board Policy 8040 Education For Foster Youth

Social-Emotional School Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for mental health services at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school based Mental Health Therapist is much more limited than that of an outside therapy agency or provider. School based Mental Health Therapists work with students focused on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school based counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

For information about resources available in your community, please contact your school's front office to speak with a staff member. The following are resources available nationally:

Resources available nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Extra-curricular Involvement

Student Organizations Policy

Aspire believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code § 221.5, or that in philosophy or practice does not comply with the mission, expectations, and rules of Aspire or the school.

Student Expression And Media Policy

All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting [Education Code §§ 48907, 48950]. Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy. Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Clubs and Activities

Students must maintain an overall grade point average (G.P.A) of at least 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations. A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.
- In essence, for a student to be eligible for activities:
- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire’s Board of Directors; AND
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale—*inclusive* of any Community College Credits) in all enrolled courses [Education Code §§ 35179, 48930-48938].

Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements
3. Students must exhibit satisfactory citizenship and conduct on and off the field.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.

6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

Student Behavior and Discipline

Notice of Regulations

The Aspire school's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Positive Behavior Support Systems

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

Multi-tiered Systems of Support (MTSS):

- MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creates a tiered system of support that takes into account not just academic or behavioral needs, but also the impact of the environment on these needs.
- Trauma-Informed Practices: We recognize the real impact trauma has on individual students and our broader community. Aspire Public Schools strives to use trauma-informed practices, including creating classrooms that are predictable and consistent, so that our students' environment is a safe space for learning.
- Restorative Practices (RP): RP promotes positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.
- Social-Emotional Learning (SEL) Our approach to Social and Emotional Learning (SEL) is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of support they need to reach their potential.

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

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

Aspire Public Schools utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/ guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Aspire's Board of Directors desires to provide all Aspire scholars access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Aspire's Board of Directors believes, in accordance with educational code, that behavior communicates need; as such, we use logical consequences, alternatives to suspension, MTSS interventions, and Restorative

Practices whenever possible. Aspire’s Board of Directors recognizes its role as an arbiter of protecting the due process rights of scholars, families and teammates.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: [Education Code § 48900(s)].

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Aspire’s staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Alternatives to Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code § 48900 (see below under grounds for suspension for details) or that the pupil’s presence causes a danger to persons [Education Code § 48900.5].

At the discretion of an administrator, a student can complete any combination of (but not limited to) the following alternatives to suspension listed below:

- Research Project
- Presentation
- Campus Beautification
- Family Meeting or Shadow
- Community Service
- Check-In/Check-Out

The alternative to suspension must be completed during the time frame determined by the administrator.

Discipline Policies

Aspire Public Schools' suspension and expulsion administrative regulations policy is detailed below, however please consult your school site's full charter petition for complete details about school specific policies and processes related to discipline policies.

Suspension/Expulsion Administrative Regulations (AR)

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following [Education Code § 48925]:

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
- Referral to a certificated employee designated by the principal to advise students
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code § 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel [Education Code § 48925].

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion [Education Code §§ 35291, 48900.1, 48980].

Grounds for Suspension and Expulsion: Grades TK-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury [Education Code §§ 48900(a), (t)]

- Unlawfully possessed, used, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind [Education Code § 48900(c)]
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant [Education Code § 48900(d)]
- Committed or attempted to commit robbery or extortion [Education Code § 48900(e)]
- Caused or attempted to cause damage to school property or private property [Education Code § 48900(f)]
- Stole or attempted to steal school property or private property [Education Code § 48900(g)]
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products [Education Code § 48900(h)]
- Committed an obscene act or engaged in habitual profanity or vulgarity [Education Code § 48900(i)]
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 [Education Code § 48900(j)]
- Knowingly received stolen school property or private property [Education Code § 48900(l)]
- Possessed an imitation firearm [Education Code § 48900(m)]

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm [Education Code § 48900(m)].

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness [Education Code § 48900(o)]

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma [Education Code § 48900(p)]
- Engaged in, or attempted to engage in, hazing [Education Code § 48900(q)]

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events [Education Code § 48900(q)].

- Engaged in an act of bullying [Education Code § 48900(r)]

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school [Education Code § 48900(r)].

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code §§ 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above.

Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific values or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting

or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above [Education Code § 48900(r)].

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of that age with the pupil's exceptional needs.

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

- Committed sexual harassment as defined in Education Code § 212.5 [Education Code § 48900.2]

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment [Education Code §§ 212.5, 48900.2)].

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code §§ 233, 48900.3.

Hate violence means any act punishable under Penal Code 422.6, 422.7. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics [Education Code § 233; Penal Code 422.55].

- Intentionally engaged in harassment, threats, or intimidation against Aspire's personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment [Education Code § 48900.4]

Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code § 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above [Education Code § 48910].

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended [Education Code § 48910].

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests [Education Code § 48910].

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee [Education Code § 48910].

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended [Education Code § 48910].

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal [Education Code § 48913].

Suspension by CEO, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The CEO, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion [Education Code § 48915(c)].

The CEO, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons [Education Code § 48900.5].

For all other offenses, a student may be suspended only when the CEO or principal has determined that other means of correction have failed to bring about proper conduct in the student [Education Code § 48900.5]. Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the pupil's parent or guardian, and the pupil.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. SEC. 794(a)).
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.

- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Any of the alternatives described in Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the CEO, principal, or designee shall document the other means of correction used and retain them in the student's record [Education Code § 48900.5].

Length of Suspension

The CEO, principal, or designee may suspend a student from school for not more than five consecutive school days [Education Code § 48911].

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. Aspire may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year [Education Code §§ 48903, 48911, 48912].

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion [Education Code § 48911].

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

- **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the CEO, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense [Education Code § 48911].

This conference may be omitted if the CEO, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason.

In such a case, the conference shall be held as soon as the student is physically able to return to school [Education Code § 48911].

- **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the CEO or designee. This is accomplished by entering this information into Aspire’s electronic student information system [Education Code § 48911].
- **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension [Education Code § 48911].

This notice shall state the specific offense committed by the student [Education Code § 48900.8].

In addition, the notice should state the date and time when the student may return to school.

- **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter [Education Code § 48914].

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. **The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference** [Education Code § 48911].

- **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school the CEO or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed [Education Code § 48911]:
 - The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard.
 - The CEO or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence

at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process [Education Code § 48911].

- If the student involved is a foster youth, the CEO or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting [Education Code §§ 48853.5, 48911, 48918.1].
- If the student involved is a homeless child or youth, the CEO or designee shall notify Aspire's liaison for homeless students [Education Code § 48918.1].

In lieu of or in addition to suspending a student, the CEO, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension Appeals Process

A student or the student's parents or guardians may appeal suspension, other than expulsion, imposed upon a student for his or her school-related offenses. The family may appeal first in writing at the school level as directed to the principal. The principal or principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the CEO designee (Regional Director of Student Services) for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive and Compensation Committee for resolution with a written response within twenty (20) school days.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

In-School Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to in-school suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply [Education Code § 48911.1]:

- The in-campus suspension classroom shall be staffed in accordance with law.
- The student shall be given:
 - An appropriate educational program/assignments based on grade-level standards
 - Access to voluntary, available counseling services.
 - Access to existing services, such as mental health or special education services
- If an on-campus suspension classroom is used, it shall promote completion of schoolwork and tests missed by the student during the suspension.
- The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed during on-campus suspension. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension shall assign schoolwork.

CEO or Principal's Authority to Recommend Expulsion

Unless the CEO or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts [Education Code § 48915]:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the CEO, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time [Education Code § 48915].

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the CEO, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation [Education Code § 48918(a)].

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion [Education Code § 48918(a)].

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the CEO or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held [Education Code § 48918(a)].

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code § 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year [Education Code § 48918(a)].

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay [Education Code § 48918(a)].

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the CEO or Regional Director of Student Services may offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code § 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness [Education Code § 48918.5].

Whenever the CEO or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of Aspire's suspension and expulsion policy and regulation and shall advise the witness of his/her right to [Education Code § 48918.5]:

- Receive five days' notice of his/her scheduled testimony at the hearing
- Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
- Have a closed hearing during the time he/she testifies

In cases where providing testimony in person would expose the witness to emotional and/or physical harm, the witness may submit a request to provide testimony in a written format to the hearing officer. Requests may be accompanied by any written documentation to support the claim of emotional and/or physical harm. The request to provide written documentation must be made at least 5 calendar days prior to the hearing date. The hearing officer shall have final authority to determine if testimony will be allowed to be made in written format.

Whenever any allegation of sexual assault or sexual battery is made, the CEO or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending [Education Code § 48918.5].

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include [Education Code §§ 48900.8, 48918(b)]:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of Aspire's disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation, pursuant to Education Code § 48915.1, to provide information about the student's status in Aspire to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code § 48915(a) or (c).

- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the CEO or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing [Education Code § 48918.1].

If the student facing expulsion is a homeless student, the CEO or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least 10 days prior to the hearing [Education Code § 48918.1].

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call [Education Code § 48918.1].

In an effort to expedite a hearing, the 10 day notice of hearing may be waived if the student and parent/guardian as well as the Hearing Officer mutually agree to such a waiver.

Conduct of Expulsion Hearing

- Closed Session: Notwithstanding Education Code § 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the

hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated [Education Code § 48918].

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session [Education Code § 48918(c)].

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television [Education Code § 48918(c)].

- Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made [Education Code § 48918(g)].
- Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County CEO of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 [Education Code § 48918(i)].

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. **The Board's decision in response to such an objection shall be final and binding** [Education Code § 48918(i)].

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below [Education Code § 48918(i)].

- **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code § 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above [Education Code § 48918(h)].

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm [Education Code § 48918(f)].

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

- **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student [Education Code §§ 48918, 48918.5]:
 - Any complaining witness shall be given five days' notice before being called to testify.
 - Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion

evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

- In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, Aspire shall provide a non threatening environment.
- Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
- At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
- The person conducting the hearing may:
 - Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - Permit one of the support persons to accompany the complaining witness to the witness stand
- Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed [Education Code § 48918(a)]. The Board's decision shall be final.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may utilize an internal and impartial hearing officer, may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled [Education Code § 48918].

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed [Education Code §§ 48918(a), (d)].

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the CEO or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. **The decision to not recommend expulsion shall be final** [Education Code § 48918(e)].

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order [Education Code § 48918(f)].

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation [Education Code §§ 48917, 48918].

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public [Education Code § 48918(j)].

The Board's decision is the final act within the jurisdiction of Aspire Public Schools. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion. The Board's action shall be final and binding.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during

summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred [Education Code § 48916].

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include [Education Code § 48916]:

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school [Education Code § 48916.5].

Written Notice to Expel

The CEO or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" [Education Code § 48900.8]
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian [Education Code § 48916]
- Notice of the alternative educational placement to be provided to the student during the time of expulsion [Education Code § 48918]
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expelled status with Aspire, pursuant to Education Code § 48915.1 [Education Code § 48918]
- Notice that the student has the right to appeal Aspire's expulsion decision to the County Board of Education.

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The seriousness of the misconduct
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program [Education Code § 48917].
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status [Education Code § 48917].
- The suspension of the enforcement of an expulsion order **may be revoked by the Board, the CEO or a designee** if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of Aspire's rules and regulations governing student conduct [Education Code § 48917].
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order immediately [Education Code § 48917].
- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings [Education Code § 48917].
- The CEO or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the student and parent/guardian of their obligation to inform any new district in which the student seeks to enroll of his/her expelled status with Aspire, pursuant to Education Code § 48915.1(b) [Education Code § 48918(j)].

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code § 48902].

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code § 48915(c)(1), (5) or Penal Code 626.9 and 626.10 [Education Code § 48902].

Placement During Term of Expulsion

The Board shall refer expelled students to a program of study that is [Education Code §§ 48915, 48915.01]:

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
- Not housed at the school site attended by the student at the time of suspension

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12 [Education Code § 48916.1].

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

- The student or parent/guardian is responsible for contacting the CEO or designee to request a readmission hearing. Upon receiving such a request, the CEO or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the CEO or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
- If the readmission is granted, the CEO or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.

- Readmission and placement shall be at the discretion of the CEO or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
- The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees [Education Code § 48916].
- The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district [Education Code § 48916].
- Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the CEO or designee. The CEO or designee shall have 10 school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The CEO or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system [Education Code § 48645.5].

Maintenance of Records

Aspire shall maintain a record of each suspension and expulsion, including its specific cause(s) [Education Code § 48900.8].

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school [Education Code § 48918(k)].

The CEO or designee shall, within five working days, honor any other district's request for information about an expulsion from Aspire [Education Code § 48915.1].

Safety Policies

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

Harassment, Intimidation, Discrimination, and Bullying Policy

Aspire Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind. Harassment, sexual harassment, discrimination, intimidation, or bullying of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy is inclusive of instances that occur on any area of the school campus, at school- sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Aspire will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address, and report on such behaviors in a timely manner. Aspire school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor, or other person with whom Aspire does business, and all acts of Aspire's Board of Directors ("Board") in enacting policies and procedures that govern Aspire.

Aspire complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.

- Causing a reasonable student to experience substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by Aspire.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Aspire has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Aspire advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Aspire informs its employees, students, and parents/guardians of Aspire’s policies regarding the use of technology in and out of the classroom. Aspire encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Aspire employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Aspire advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Aspire and encourages students to practice compassion and respect each other.

Aspire educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Aspire’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Aspire informs Aspire employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Aspire annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Aspire employees who have regular interaction with students.

Aspire informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Aspire also informs certificated employees about the groups of students determined by Aspire and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Aspire encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Aspire’s students.

Complaint Procedures

Scope of the Complaint Procedures

Aspire will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Aspire UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Aspire will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Aspire’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Aspire’s Title IX Policy and UCP is available in this handbook.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Executive Director if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to,

injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Aspire will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Aspire acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Aspire on a case-by-case basis.

Aspire prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Executive Director will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Aspire or termination of employment.

Right of Appeal

Should a complainant find Aspire’s resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Aspire’s decision or resolution, submit a written appeal to the Chief Executive Officer, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

REFERENCE: Board Policy 8018 Anti-discrimination, Harassment, Intimidation, And Bullying

Title IX and Sexual Harassment Policy

Aspire Public Schools (“Aspire”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Aspire does not discriminate on the basis of sex and prohibits any acts of sex discrimination, including sexual harassment, in any education program or activity that it operates, as required by Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106) (collectively referred to as “Title IX”), and California law, including in admission and employment.

This Title IX and Sexual Harassment Policy (“Policy”) details Aspire’s commitment to maintain a learning environment that is free from sex discrimination, including sexual harassment, and provides a grievance process for allegations of sex discrimination. Any individual can report sex discrimination at Aspire to Aspire staff (e.g., Principal, Assistant Principal, teacher, etc.), and Aspire will take actions to promptly and effectively end any sex discrimination in its education program and activities, prevent its recurrence, and remedy its effects in accordance with this Policy.

This Policy applies to conduct occurring in Aspire’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on a school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Aspire does business.

Inquiries about the application of Title IX may be referred to the Aspire Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Aspire. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Sex-Based Harassment Under Title IX

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Aspire to provide an aid, benefit, or service under Aspire’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from Aspire’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant’s ability to access Aspire’s education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties’ ages, roles within Aspire’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Aspire’s education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:

- Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person’s safety or the safety of others; or
 - Suffer substantial emotional distress.

Sexual Harassment Under California Law

Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this Policy. Aspire considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.

- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation may fall within the scope of Aspire's Uniform Complaint Procedures, Aspire's Title IX grievance procedures, or both. Aspire

prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Aspire’s education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Aspire’s Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Aspire’s education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Aspire that objectively can be understood as a request for Aspire to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Aspire whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Aspire has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Aspire’s prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party’s access to Aspire’s education program or activity, including measures that are designed to protect the safety of the parties or Aspire’s educational environment; or (2) provide support during Aspire’s grievance procedures or during an informal resolution process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to Aspire’s programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

Title IX Personnel

Aspire has designated the following employees as the Title IX Coordinator for their respective region:

Bay Area schools:

Title: Regional Director of Student Services, Bay Area Region
Address: 1001 22nd Ave
Oakland, CA 94606
Phone: 510-434-5000
Email: BA_TitleIX@aspirepublicschools.org

Central Valley schools:

Title: Regional Director of Student Services, Central Valley Region
Address: 3311 E. Morada Lane
Stockton, CA 95212
Phone: 209-647-3047
Email: CV_TitleIX@aspirepublicschools.org

Los Angeles schools:

Title: Regional Director of Student Services, Los Angeles Region
Address: 5901 E. Slauson Avenue
Commerce, CA 90040
Phone: 323-837-9920
Email: LA_TitleIX@aspirepublicschools.org

For their respective region, the Title IX Coordinator is responsible for coordinating Aspire's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Title IX Coordinator may serve as an Investigator and/or Decision-Maker for complaints, except in cases where doing so would constitute a conflict of interest. The Title IX Coordinator may delegate one or more of their duties to one or more

designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Title IX Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Aspire's consistent compliance with Title IX.

In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator:** The individual responsible for gathering and reviewing all evidence related to a complaint.
- **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding a complaint. The Decision-Maker submits a written determination of findings to the parties.
- **Title IX Appeals Officer:** If applicable, this individual is responsible for evaluating an appeal of a dismissal or final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the complaint.

All employees and Title IX Personnel (i.e., Title IX Coordinators and designees, Investigator(s), Decision-Maker(s), Appeals Officer(s), facilitators of the informal resolution process, and other persons who are responsible for implementing Aspire's grievance procedures or have the authority to modify or terminate supportive measures) will receive training in accordance with Title IX requirements. The Title IX Coordinators must ensure individuals responsible for investigating a formal complaint are neutral.

Student Pregnancy and Related Conditions

Aspire will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Aspire employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Title IX Coordinator has already been notified, the employee must promptly:

- Provide that person with the Title IX Coordinator's contact information; and

- Inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Aspire's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related condition, the Title IX Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Aspire's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Aspire's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Aspire leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and

- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Title IX Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Title IX Coordinator. Aspire will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports of sex discrimination can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person's verbal or written report.

Privacy

Aspire acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Title IX Coordinator or designee on a case-by-case basis.

Retaliation

Aspire prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the

individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Aspire from requiring an employee or other person authorized by Aspire to provide aid, benefit, or service under Aspire's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Aspire, if any, can be found on the Aspire website [1] or obtained from the Title IX Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Title IX Coordinator and how to make a complaint of sex discrimination; and
- That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Aspire's Initial Response to a Report of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Title IX Coordinator for the region where the report originated or designee will take the following steps and treat complainants and respondents equitably. Steps #1-3 are offered regardless of whether a complaint is made:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate. If a complaint was not filed, the Title IX Coordinator shall explain to the complainant or, if the complainant is unknown, the reporting individual, the grievance procedures and informal resolution process, if available and appropriate. If a complaint is filed, offer and

coordinate supportive measures, as appropriate, for the respondent and explain to the respondent the grievance procedures and informal resolution process, if available and appropriate.

a. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, leaves of absences, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, and training and education programs related to sex-based harassment. Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Aspire’s educational environment, or to provide support during the grievance procedures or the informal resolution process. If a party is a student with a disability, the Title IX Coordinator must consult with one or more members of the student’s IEP Team and 504 Team, if any, in the implementation of supportive measures for that student. The Title IX Coordinator or designee is responsible for implementing the supportive measures.

b. Parties may contact the Title IX Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially. If the party is not satisfied with the Title IX Coordinator or designee’s decision on the request to modify supportive measures, the party may contact the regions Executive Director, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Aspire’s decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Title IX Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity on an emergency basis in accordance with Aspire’s policies.

a. Aspire may determine that emergency removal from the educational program or activity is justified due to an imminent and serious threat to the health or safety of any student or other individual arising from the allegations. Aspire will conduct an individualized safety and risk analysis before the removal.

Aspire shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- i. Challenges to the decision will be discussed with and reviewed by the Executive Director for the region who will provide a final decision on the emergency removal. A written notice of their decision will be sent within 5 business days of the respondent's challenge.
- b. If the respondent is a student, Aspire is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions. This provision does not modify any rights under the IDEA, Section 504, or the ADA.
- c. If the respondent is an employee, the employee may be placed on administrative leave during the pendency of the grievance procedures.

3. Consider Use of Informal Resolution Process: At any time prior to reaching a determination of responsibility regarding the allegation, Aspire may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

- a. Before initiation of the informal resolution process, the parties will be provided with notice that explains:
 - i. The allegations;
 - ii. The requirements of the informal resolution process;
 - iii. The right to withdraw and initiate or resume the grievance procedures;
 - iv. That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
 - v. The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
 - vi. What information is retained and whether and how it may be disclosed by Aspire for use in grievance procedures if the grievance procedures are initiated or resumed.

- b. If an informal resolution process is offered, the Title IX Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.
- c. Parties will not be required or pressured to agree to participate in the informal resolution process. Aspire will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.
- d. The facilitator of the informal resolution process will not be the same person as the Investigator or the Decision-Maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Title IX Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

4. Determine Whether to Initiate a Complaint: In response to a complaint, the Title IX Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator must determine whether to initiate a complaint. The Title IX Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Aspire from ensuring equal access on the basis of sex to its education program or activity.

- a. At a minimum, the Title IX Coordinator will consider the following factors:
 - i. Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
 - ii. Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
 - iii. Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
 - iv. The age and relationship of the parties, including whether the respondent is an employee;
 - v. The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;

- vi. The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
 - vii. Whether Aspire could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.
- b. The Title IX Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures. The Title IX Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Aspire's education program or activity.

Title IX Grievance Procedures

I. Scope and General Requirements

Aspire has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in Aspire's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Title IX Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Aspire requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

Aspire will treat complainants and respondents equitably. Aspire presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Aspire may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Aspire allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Title IX Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Title IX

Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Aspire will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Aspire will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

If a party is a student with a disability, the Title IX Coordinator or designee must consult with one or more members, as appropriate, of the student’s IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) throughout the grievance procedures.

II. Initial Review and Dismissals of Complaints:

If a complaint is filed, the Title IX Coordinator for the region where the complaint originated will review the complaint to determine whether it raises allegations that fall within the definition of sex discrimination or sex-based harassment as described above.

If it does and has been filed by a complainant or other individual who is permitted to file the complaint, the Title IX Coordinator will follow this Policy’s grievance procedures for complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Aspire policy (e.g., Uniform Complaint Procedures).

Under certain circumstances, a complaint may be dismissed by the Title IX Coordinator or designee. The Title IX Coordinator will endeavor to make this determination no more than ten **(10) calendar days from the date they receive the complaint.**

1. The Title IX Coordinator may dismiss a complaint if they determine any of the following:

- a. Aspire is unable to identify the respondent after taking reasonable steps to do so;
- b. The respondent is not participating in Aspire’s education program or activity and is not employed by Aspire;

- c. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and Aspire determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- d. Aspire determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Aspire will make reasonable efforts to clarify the allegations with the complainant.

2. Written Notice of Dismissal:

If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal as follows:

- a. The Title IX Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant’s right to appeal the dismissal in accordance with the procedures described in the “Appeals” section below.
- b. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent’s right to appeal the dismissal in accordance with the procedures described in the “Appeals” section below.
- c. If the Title IX Coordinator determines another Aspire grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of Aspire’s intent to investigate the complaint through that grievance procedure.
- d. If the complaint is dismissed, the Title IX Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Title IX Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Title IX Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Aspire policy.

Aspire may consolidate multiple formal complaints of sex discrimination where the allegations arise out of the same facts or circumstances.

III. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the complaint, Aspire will initiate the following Title IX Grievance Procedures and issue a Written Decision. Aspire will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the complaint.**

1. Send Written Notice of Allegations

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Allegations. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the complaint.** The notice shall include: (1) a copy of this Policy; (2) a description of the allegations with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties that they are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description this evidence, and if Aspire provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (5) a statement that retaliation is prohibited.

2. Investigator Conducts Investigation

Investigations of complaints will be adequate, reliable, and impartial. The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing all the evidence gathered. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Aspire to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- a. Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Aspire obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and

- c. Evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties’ timely submitted written responses, if any, will be considered by the Investigator and Decision-Maker before a determination of responsibility is made.

Aspire will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

4. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint.** Before making a determination of responsibility, the Decision-Maker may question parties and witnesses to adequately assess a party’s or witness’s credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination. Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the “preponderance of evidence” standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

5. Remedies

If Aspire determines that the respondent engaged in misconduct prohibited by this Policy, Aspire will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed misconduct prohibited by this Policy, Aspire will take appropriate disciplinary action, up to and including termination, in accordance with Aspire's policies and as permitted by law. The Title IX Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Aspire including notification to the complainant of any such disciplinary sanctions. The Title IX Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Aspire's education program or activity.

No party, witness, or other person participating in Aspire's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Aspire's determination whether sex discrimination occurred.

IV. Appeals

Either party may appeal Aspire's Written Decision, or its dismissal of a complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Aspire will provide a written notification to the other party about the appeal, including notice of the allegations if such notice was not previously provided to the respondent, that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, Investigator or person who dismissed the complaint) shall issue a written decision of an appeal, including the

rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal.**

Record Keeping

Aspire will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Aspire took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Aspire will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Title IX Sex Discrimination and Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of sex discrimination or harassment conduct occurring within an education program or activity of Aspire Public Schools (“Aspire”). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact one of Aspire’s Title IX Coordinators listed below.

Contact Information and Complainant’s (Victim) Information

Full Name of Person Filing the Complaint:

Address:

_____ Phone: Email:

School Name:

Complainant’s (Victim) Full Name (if different from above):

Respondent’s (Accused) Information

Respondent’s Full Name:

Is the accused an Aspire student? No Yes

If yes, what is the student’s grade and relation to complainant:

Is the accused an Aspire staff member? No Yes

If yes, what is the staff member’s relation to the complainant (e.g., teacher)?

If no, what is the accused’s affiliation to Aspire?

Details of Complaint

Date of the Alleged Incident(s): Location of Alleged Incident(s):

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the incident(s) occur at Aspire or during an Aspire activity? If so, please describe:

Did this incident interfere with your ability to access or participate in Aspire programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to an Aspire Title IX Coordinator, I wish to initiate Aspire's formal Title IX Grievance Procedures.

Signature of Complainant Date

Once you have completed this form, please submit it to the Title IX Coordinator for your school's region:

Bay Area schools:

Title: Regional Director of Student Services, Bay Area Region

Address: 1001 22nd Ave

Oakland, CA 94606

Phone: 510-434-5000

Email: BA_TitleIX@aspirepublicschools.org

Central Valley schools:

Title: Regional Director of Student Services, Central Valley Region

Address: 3311 E. Morada Lane

Stockton, CA 95212

Phone: 209-647-3047

Email: CV_TitleIX@aspirepublicschools.org

Los Angeles schools:

Title: Regional Director of Student Services, Los Angeles Region

Address: 5901 E. Slauson Avenue

Commerce, CA 90040

Phone: 323-837-9920

Email: LA_TitleIX@aspirepublicschools.org

Transgender Harassment

In accordance with Education Code § 221.5, Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.

- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student using appropriate name and gender-based pronoun will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.

Bullying related to transgender identity will be quickly addressed and is considered a violation of Education Code § 48900(r) described above.

Gender Diverse Student Supports

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

Visitor Policy

Guests are welcome. Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass. Parents and guardians are encouraged to visit school sites and classrooms to observe and support

the work of the schools. This is one of the essential vehicles for a school-parent partnership.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code § 32211.

Visitor Guidelines

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Present a valid ID
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation unless permission is granted by the Principal.
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items [Education Code §§ 49050-49051]. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

School Jurisdiction: Agency and Police Interrogation

Protection of student rights shall be balanced with Aspire Public Schools' responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students [Education Code §§ 48902, 48906]. When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Aspire, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Prohibited items and banned substances

Possession of Weapons or Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities [Education Code § 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151].

Drug, Alcohol, and Tobacco Free Schools Policy

Aspire schools are 100% drug, alcohol, and tobacco [Education Code §§ 48901, 48909] free campuses. Aspire's Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary

probation period. It is recommended that expulsion not be a school's recommendation on first time offense of possession of marijuana (except in cases of quantities that makes it reasonable to conclude possession with intent to distribute).

REFERENCE: Board Policy 8025 Smoke-Free Policy

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during class. Cell phones, MP3 players, personal handheld devices, and dice are also subject to being taken away. Prohibited items will be returned only to a parent and/or guardian after the first offense. Repeated offenses will result in items being taken away and not returned until the end of the school year.

Personal Responsibility for Items

Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student's personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

Emergency Preparedness at Aspire Public Schools

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies [Education Code §§ 32280-32289]. To that end, every school has a comprehensive school safety plan that covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the in campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Secure Campus/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in the event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Asbestos Management Plan

Each Aspire school has an Asbestos Management Plan, which is available upon request at the school's main office. At least once each school year, you will be notified of any asbestos-related activities such as inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities, that are planned or in progress at the school.

Child Abuse Reporting

Any teacher, or other staff member, who knows or reasonably suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities [Education Code §§ 33308.1, 44691, 44807]. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at Aspire Public Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Aspire Family Engagement, Rights and Responsibilities

School-Home communication

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

Family Engagement Activities

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children. According to Education Code sectopm47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. Aspire Public Schools highly encourages parent or guardian involvement, however parent involvement is not required for acceptance to an Aspire school site, or continued enrollment at an Aspire school site. Below is a sample of opportunities offered at Aspire school sites for family involvement.

Participation in School Decision-making: Aspire includes parent representatives on the School Site Council and/or Parent Advisory Committee and English Learner Advisory Committee of each school, as well as parent participation on the school's Teacher Hiring Committee. Parents and guardians are also highly encouraged to share feedback on the Aspire Family Survey and share feedback directly with school administrators.

Special Saturday Classes: Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.

Workshops: Aspire may provide parents and guardians with information on how to structure reading at home (20+ min per day K-5), provide help with homework, participate in projects, and games that reinforce learning.

Parents' Right to Know Teacher Qualifications

You have the right under Federal law to request information specific to teacher qualifications. In addition, *the Every Student Succeeds Act (ESSA)* places an emphasis on

the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

1. Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which the State qualification of licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. Whether the child is provided services by paraprofessionals and if so their qualifications.

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

Volunteers

Volunteers help enrich students' education and provide extra assistance for teachers and school staff [Education Code § 35021]. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full Volunteer Handbook for a complete list of requirements.

Potential volunteers are urged to contact the school and work with the Business Manager if they can offer time or services to help with any part of the school program. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer's services at any time.** All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must:

- Confirm with the Business Manager the ability to volunteer prior to volunteering. The Business Manager will provide additional information according to the type of volunteer service. In almost all instances a volunteer will be required to have:
 - A negative TB risk assessment or test on file in the school office within 60 days before starting to work with students.

- A background check, including DOJ and FBI clearance. Volunteers who need to be fingerprinted include anyone who is working with a student(s) without supervision or for a long period of time. The results of the background check are **confidential** and will not be discussed with other staff members or parents.

Volunteer Drivers

- All Volunteer Drivers must comply with all of the below requirements before transporting any student:
 - Review, sign, and comply with Aspire’s Volunteer Guidelines, which will be provided to the volunteer.
 - Have a valid California Driver’s License.
 - Have clear driving records, which the school must verify with the CA DMV. Moving violations will be reviewed to determine if the Driver is eligible to transport students. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year also will not be authorized to drive students.
 - Be pre-approved by Aspire’s HR department, which will ensure compliance with CA State TB requirements, as well as clearance from the DOJ and FBI.
 - Have a current “**Driver’s Liability Insurance Statement**” on file in the school office with the following minimum coverage: \$50,000 per person, \$100,000 per occurrence, \$50,000 property damage.
 - Only transport students who have a signed Voluntary Activity Transportation Permission Slip on file with the school, which is separate from and in addition to any Field Trip permission slips that may be required.
 - Ensure that their vehicle is in a safe and operable condition, and that the number of passengers in the vehicle does not exceed the number of seat belts. Cars with passenger side airbags **cannot** have a student occupying that space.
 - Ensure that all children weighing less than 40 pounds are in a car seat with a seat belt.
- The sponsoring program/school will pay bridge tolls and admissions. No mileage reimbursement will be paid to parents [Education Code § 35350].

Aspire Student Data Privacy Policy

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including but not limited to:
 - Family Educational Rights and Privacy Act (FERPA)
 - Protection of Pupil Rights Amendment (PPRA)
 - Children’s Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review** the student's education records within 45 days of the day Aspire receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. **The right to request amendment** of the student's education record that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask

Aspire to amend a record should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent** to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Aspire as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom Aspire has contracted to perform an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of Aspire (such as an attorney, vendor, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official's tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, Aspire discloses education records without prior written consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request.

At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at their own expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

Student Privacy Policy Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

USDA Civil Rights Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax: (833) 256-1665 or (202) 690-7442; or

Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Public Meeting Notice

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office at least 48 hours prior to the meeting. Call (510) 434-5000 or info@aspirepublicschools.org with your request.

Know Your Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information, please visit the Attorney General’s Guidance and Model Policies to Assist California’s K-12 Schools in Responding to Immigration Issues at <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

Collecting and Retaining Student Records

The Information Systems Team shall maintain in writing Aspire Public Schools policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

- If Aspire Public Schools possess information that could indicate immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Aspire Public Schools shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin

Inquiries About Social Security Numbers or Cards

Aspire Public Schools shall not solicit or collect entire Social Security numbers or cards.

- Aspire Public Schools shall solicit and collect the last four digits of an adult household member’s Social Security number only if required to establish eligibility for federal benefit programs.

- When collecting the last four digits of an adult household member’s Social Security number to establish eligibility for a federal benefit program, Aspire Public Schools shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- Aspire Public Schools shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Procedures Regarding Information Sharing

Aspire Public Schools shall avoid the disclosure of information that might indicate a student’s or family’s citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

- Aspire Public Schools personnel shall take the following action steps upon receiving an information request related to a student’s or family’s immigration or citizenship status:
 - Notify a designated Aspire Public Schools official about the information request.
 - Provide students and families with appropriate notice and a description of the immigration officer’s request.
 - Document any verbal or written request for information by immigration authorities.
 - Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Aspire Public Schools shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- Aspire Public Schools shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.
- Aspire Public Schools’ request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of

the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. Aspire Public Schools shall permanently keep the consent notice with the record file.

- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Aspire Public Schools shall not release the information.

Annual Information Notice to Parents and Guardians

General Information Policy

Aspire Public Schools must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that Aspire Public Schools will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Aspire Public Schools.
- A list of the circumstances or conditions under which Aspire Public Schools might release student information to outside people or entities.
- A statement that, unless Aspire Public Schools is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Aspire Public Schools shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

By signing the Aspire Student and Family Handbook acknowledgement, you acknowledge that you have received and read this annual notification.

Responding to the Detention or Deportation of a Student's Family Member

Aspire Public Schools shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Aspire Public Schools shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- Aspire Public Schools shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- Aspire Public Schools shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Aspire Public Schools shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Aspire Public Schools shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Aspire Public Schools shall only contact Child Protective Services if Aspire Public Schools personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Parental Notification of Immigration—Enforcement Actions

- Aspire Public Schools personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid effective judicial warrant signed by a judge, or presents a valid, effective court order.
- Aspire Public Schools personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or Guardian.

Responding to On-Campus Immigration Enforcement

- As early as possible, Aspire Public Schools personnel shall notify the Regional Operations Director, Executive Director, and Superintendent of Equitable Instruction or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

- In addition to notifying the above mentioned regional leaders or designated administrator, Aspire Public Schools personnel must take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
 - Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the appropriate regional leader or designated administrator.
 - Ask to see, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.
 - Ask the officer for his/her reason for being on school grounds and document it.
 - Ask the officer to produce any documentation that authorizes school access (e.g. official court order signed by a judge, judicial warrant).
 - Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
 - If the officer declares that exigent circumstances exist and demands immediate access to the campus, Aspire Public Schools personnel should comply with the officer’s orders and immediately contact the Regional Operations Director, Executive Director, Superintendent or designated administrator.
 - If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer’s documentation. If the immigration-enforcement officer has:
 - an ICE (Immigrations and Customs Enforcement) administrative warrant
 - Aspire Public Schools personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Chief Operating Officer and Aspire legal counsel.
 - a federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix C & D of the Attorney General’s Guidelines)-
 - Prompt compliance with such a warrant is usually legally required. If feasible, consult with the (local educational agency’s legal counsel or designated administrator) before providing the agent access to the person or materials specified in the warrant.
 - a subpoena for production of documents or other evidence (see Appendix E & F of the Attorney General’s Guidelines)-

- Immediate compliance is not required. Therefore, Aspire Public Schools personnel shall inform Aspire Public Schools' legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
- While Aspire Public Schools personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Aspire Public Schools personnel shall document his or her actions while on campus.
 - it is critical to - Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
- After the encounter with the officer, Aspire Public Schools personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - List or copy of the officer's credentials and contact information;
 - Identity of all school personnel who communicated with the officer;
 - Details of the officer's request;
 - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - Aspire Public Schools personnel's response to the officer's request;
 - Any further action taken by the agent; and
 - Photo or copy of any documents presented by the agent.
- Aspire Public Schools personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Regional Operations Director, Chief Operating Officer and legal counsel.
- In turn, the Chief Operating Officer shall submit a timely report to Aspire Public Schools' governing board regarding the officer's requests and actions and Aspire Public Schools' response(s).
- E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Directory Information Policy

- If Aspire Public Schools decides to release directory information, Aspire Public Schools shall provide an annual notice to parents and guardians, and “eligible students” in attendance, of Aspire Public Schools’ directory information policy that includes:
 - The categories of information that Aspire Public Schools has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code § 49061(c).
 - A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Aspire Public Schools receives consent as required under state law).
 - The recipients of the directory information.
 - A description of the parent’s or guardian’s abilities to refuse release of the student’s directory information, and how to refuse release.
 - The 30-day deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Aspire Public Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Aspire Public Schools personnel shall solicit that documentation or information separately from the school enrollment process.

- Where permitted by law, the Regional Operations Director will seek approval from the respective Executive Director of Aspire Public Schools with regards to alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship

status, or national origin, and that do not reveal information related to citizenship or immigration status.

- Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Aspire Public Schools' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy

Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Aspire Public Schools during school hours without having registered with the front office, the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

The Principal or designee will determine when a meeting with the individual making the request can be scheduled. The request does not need to be fulfilled on the same day the request is made.

Aspire Public Schools shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

Aspire Public Schools shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Aspire Public Schools personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Family Concern Process

If you have concerns at a school site, please see below for the Family Concern Process that should be followed for your site.

Aspire Public Schools encourages students, parents, and staff to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Step 1- Meeting/discussion with the specific staff member

Step 2- Meeting/discussion with the person's supervisor (if applicable)

Step 3- Meeting/discussion with the Principal

Step 4- Meeting/discussion with the Regional Superintendent of Equitable Instruction or designee

Contact information is available from the school office.

If an informal conference regarding a concern fails to reach an outcome that is satisfactory to the staff member, student, or parent, the individual may initiate the formal process by filing a written complaint. The form is available at the end of this handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

For complaints regarding discrimination, harassment, intimidation, bullying, pupil fees, Local Control and Accountability Plan (LCAP), special education, instructional materials, emergency or urgent facilities conditions, and teacher vacancies or mis assignments, please refer to the Uniform Complaint Procedures (UCP) section in this handbook

Athletics Annual Notices

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

Aspire Public Schools is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Aspire Public Schools must review the information sheet on sudden cardiac arrest via the following link:

<https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because Aspire Public Schools has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition . This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

Aspire Public Schools annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to your school before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Uniform Complaint Policy (UCP) Annual Notice

UCP Annual Notice

Aspire Public Schools annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on the Aspire Public Schools website and in the Aspire Student and Family Handbook.

Aspire Public Schools is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Please note, Aspire Public Schools does not offer a state preschool program at any of its school sites.

Filing a UCP Complaint

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of Aspire Public Schools

Aspire Public Schools shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

Aspire Public Schools advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE).

Aspire Public Schools advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of the Aspire Public Schools UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Aspire Public Schools.

A full copy of Aspire Public Schools Uniform Complaint Policy and Procedures (UCP) can be found at [this link](#).

Family Concern Documentation Form

Your Name _____ Name of Student _____

Address _____

Telephone _____ (day) _____ (evening)

School Site _____

Description of Concern:

Please describe your desired solution:

Signature _____ Date _____

Please mail, fax or deliver to your school site principal or Regional Office

Aspire Home Office 1001 22nd Avenue Oakland, CA 94606 (t) (510) 434-5000 (f) (510) 434-5010	Aspire Bay Area 1001 22nd Avenue Oakland, CA 94606 (t) (510) 434-5000	Aspire Central Valley 4202 Coronado Ave Stockton, CA 95204 (t) (209) 647-3047	Aspire Los Angeles 5901 E. Slauson Avenue Commerce, CA 90040 (t) (323) 837-9920
--	---	---	---

Date received by Aspire School or Regional Office _____

Date copy provided to School Principal: _____

Student Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Aspire Student and Family Handbook 2024-2025

Student Name (please print)

Grade Level

Date

Student Name (please print)

Grade Level

Date

Student Name (please print)

Grade Level

Date

Student Name (please print)

Grade Level

Date

Parent/Guardian Signature

Date

Appendix XXI: Evidence of Insurance



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/30/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1255 Treat Boulevard #950 Walnut Creek CA 94597	CONTACT NAME: Felicia McAroy PHONE (A/C. No. Ext): 925 482-9337 E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com	FAX (A/C. No.): 925 482-9390
	INSURER(S) AFFORDING COVERAGE	
License#: 0H18131 ASPIRUBLI	INSURER A: Massachusetts Bay Insurance Company	NAIC # 22306
INSURED Aspire Public Schools 1001 22nd Ave Oakland CA 94606	INSURER B: Allmerica Financial Benefit Insurance	41840
	INSURER C: United Educators Ins a RecipRiskRet Grp	10020
	INSURER D: Oak River Insurance Company	34630
	INSURER E: Philadelphia Indemnity Insurance Co.	18058
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER: 1362786101

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	N	N	ZHFD96697804	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AWFD96700704	7/1/2023	7/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			L8708U	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	ASWC451718	7/1/2023	7/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A E	Empl. Practices Directors/Officer Fiduciary			ZHFD96697804 PHSD1798087	7/1/2023 7/1/2023	7/1/2024 7/1/2024	\$1M Ea Claim/\$3M Agg \$1M Ea Claim/\$3M Agg \$1M Ea Claim/\$3M Agg

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Evidence of Coverage

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Appendix XXII: Fiscal Control Policy



ASPIRE
PUBLIC
SCHOOLS

Fiscal Control Policy and Procedures

Effective: July 1,2022

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Introduction

Aspire Public Schools (“Aspire”), a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. Aspire has developed this Fiscal Control Policies and Procedures document to provide the organization with a summary of its fiscal control policies and procedures.

Management may amend this guide as needed. The Board of Directors will review and approve the guide at least annually.

Purpose

The policies and procedures within this guide are designed to safeguard Aspire’s assets, implement management’s internal finance and accounting policies, facilitate compliance with applicable laws and regulations, and produce timely and accurate financial information in the furtherance of its mission. Aspire’s Board and employees shall follow the policies and procedures prescribed herein.

Internal Control Policies

Internal control policies provide Aspire with the foundation to properly safeguard its assets, implement management’s internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, Aspire Public Schools has additional responsibilities to ensure the public’s confidence and the integrity of our schools’ activities.

Aspire has a centralized finance and accounting department in the Home Office to ensure the integrity of finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. The finance and accounting department prescribes and oversees specific school-site finance and accounting related activities. The finance and accounting functions are overseen by the Chief Financial Officer. In addition, Aspire has an internal audit function, overseen by the Director of Operations, to monitor and review school site specific finance and operating activities to ensure a feedback loop on the effectiveness of controls in addition to the annual external audit performed by Gilbert Associates, Inc.

I. Compliance with Laws

Aspire Public Schools will follow all the relevant laws and regulations that govern Charter Schools within California. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

The following are specific policies of Aspire:

A. POLITICAL CONTRIBUTIONS

No funds or assets of Aspire may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Aspire for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Aspire also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Political contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the Organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using Aspires' assets in political campaigns.

B. RECORD KEEPING

To provide an accurate and auditable record of all financial transactions, Aspires' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, Aspire specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Aspire.
2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued.

Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

II. Conflict of Interest Policy

A. PURPOSE

The purpose of this Conflict of Interest Policy (“Policy”) is to protect Aspire Public Schools’ (“Charter School”) interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School’s Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

1. DESIGNATED EMPLOYEES

Members of the Board of Directors (“Board”), and employees of the Charter School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees” listed in the Charter School’s Conflict of Interest Code.

2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

a) *Non-Board Member Designated Employees*

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.

b) *Board Members*

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a “remote interest” exception under Section 1091 applies or a “non-interest” exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a “non-interest” exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a “self-dealing transaction” under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School’s best interest, is for the Charter School’s own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

III. Whistleblower Protection Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Aspire Public Schools will investigate any suspected fraudulent or dishonest use or misuse of Aspire Public Schools’ resources or property by employees, Board members, consultants, or volunteers.

Aspire is committed to promoting compliance with the laws, rules, and regulations that govern its business operations and encouraging its employees to report unlawful conduct. Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical conduct within the organization.

Employees are often the first to become aware of unethical behavior or business improprieties, but may not express their concerns for fear of retaliation. Aspire will not

tolerate harassment, retaliation or reprisals of any kind against any employee who has, in good faith, protested or raised a complaint about some policy or practice of the organization or any of its employees.

A. WE ENCOURAGE A SPEAK UP CULTURE

Choosing to speak up about workplace concerns helps build a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire's Commitment to our Code and the Law.

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with:

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

B. RAISE GOOD FAITH QUESTIONS AND CONCERNS ABOUT CONDUCT THAT MAY VIOLATE OUR CODE

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our "Code" should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire's policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire's contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in Aspire Public Schools' Employee Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of the Employee Handbook address the confidentiality of Aspire’s trade secrets and other proprietary information. (See Section 3.11. of the Employee Handbook) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is: (A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

C. ASPIRE DOES NOT TOLERATE RETALIATION

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee’s salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;
- Threatening an employee who has made a report;

- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire’s policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

D. HOW TO RAISE QUESTIONS AND CONCERNS

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to:

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission (“EEOC”) or any other federal, state or local agency about conduct believed to violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

E. WHAT ASPIRE WILL DO

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

F. ADHERENCE TO THIS POLICY

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

IV. Document Retention Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

A. DOCUMENT RETENTION SCHEDULE

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

When records may be classified under more than one category, the longest retention period shall apply.

Corporate Records

Articles of Incorporation	Permanent
Corporate Bylaws	Permanent
School Charters	Permanent
IRS Form 1023 to File for Tax-Exempt and/or Charitable Status	Permanent
IRS Letter of Determination Granting Tax Exempt Status	Permanent
Board Policies/Resolutions	Permanent
Board and Committee Meeting Agendas, Minutes, Packets	Permanent
Sales Tax Exemption Documents	Permanent
Tax ID Number Designations	Permanent
Annual Corporate Filings	Permanent
Form 700	7 years

Financial Records

Chart of Accounts	Permanent
Fiscal Policies & Procedures	Permanent
Audit Reports & Financial Statements	Permanent
General Ledgers	Permanent
Check Registers/Books	7 years
Business Expenses Documents	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property & Asset Inventories	7 years
Petty Cash & Credit Card Receipts /Documents	7 years
Bank Statements	7 years
Purchase Orders	7 years
Accounts Payable & Accounts Receivables Ledgers/Schedules	7 years
Debt Schedules	7 years
Annual Budgets	2 years
Interim Financial Reports	2 years

Tax Records

State Application for Tax Exempt Status (Form 3500)	Permanent
State Determination Letter Granting Tax Exempt Status	Permanent
IRS Annual Tax Filing Form 990	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
IRS Form 1099 Filings	7 years

Property Tax BOE- 268-A	7 years
Payroll Tax Returns and Withholding Returns	7 years
Earnings Records	7 years
W-2 & W-4 Statements	7 years

Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	Permanent
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employment Contracts	7 years after Termination
Promotions, Demotions, Letter of Reprimand, Letter of Termination, Referrals, Disciplinary Notices, Performance Evaluations	7 years after termination
Job Descriptions & Performance Goals	7 years after Termination
I-9 Forms	5 years after Termination
Workers' Compensation Records	5 years after date of injury and 2 years after claim has been Closed
Employee Salary Information (pay rates, market factors, job classifications)	3 years
Employee Wages	3 years
Employee Handbook & Policies	Current + 3 years
Time Reports	3 years after termination
Employee Application & Resumes	3 years after Termination

Insurance Records

Insurance Policies	Permanent
Certificates of Insurance	Permanent
Insurance Claims Applications & Related Correspondence	Permanent
Insurance Disbursements/ Denials	Permanent
Employee Benefit Plans	Permanent/ Until Superseded

Contracts

All Insurance Contracts	Permanent
Construction Contracts & Permits	Permanent
Loan/Mortgage & Real Estate Documents	Permanent
Leases/Deeds	Permanent
Legal Memoranda and Opinions	Permanent
Legal Correspondence	Permanent

Legal Files and Papers

Court Orders	Permanent
Any Other Contracts (including vendor contracts)	7 years
Warranties	7 years
Litigation Files	1 year after expiration of appeals or time for filing Appeals

Donations / Fundraising Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management & School Site Plans and Compliance

P-1, P-2 & P-Annual State Report (Form J-18/19)	Permanent
LCAPs	Permanent
LEA Plans, ConApps, Title I Plans, Technology Plans & any other schools' funding sources	Permanent
Student and Family Handbook	Permanent
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Strategic Plan	7 years
Disaster Recovery Plan	7 years
SARCs	3 years
School Instructional Calendars & School Bell Schedules	Keep for the duration of current school Charter

Pupil Records

<p><u>Mandatory Permanent:</u> Individual Student Record (<i>original or copy</i>) which shall consist of the following:</p>	<p>Permanent*</p>
<ul style="list-style-type: none"> a) Legal name of pupil b) Date of birth c) Method of verification of birth d) Sex of pupil e) Place of birth f) Name and address of parent of minor pupil g) Address of minor pupil if different than above. h) An annual verification of the name and address of the parent and the residence of the pupil. i) Entering and leaving date of each school year and for any summer session or other extra session. j) Subjects taken during each year, half-year, summer session, or quarter. k) If grades or credit are given, the grade or number of credits toward graduation allows for work taken. l) Verification of or exemption from required immunizations. m) Date of high school graduation or equivalent. 	
<p><u>Interim Permanent:</u> (<i>original or copy</i>) which shall consist of the following:</p>	<p>3 years after student leaves the school</p>
<ul style="list-style-type: none"> a) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record; b) Health information; c) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge; d) Language training records; e) Progress slips and/or notices; f) Parental restrictions regarding access to educational records or related stipulations; g) Parent rejoinders to challenged records and to disciplinary action; h) Parental authorizations or prohibitions of pupil participation in specific programs; and i) Results of standardized tests administered within the preceding three years. j) Photo Release Forms k) Field Trip Permission Slips 	

Individual Student Injury Record for which a claim was filed.	1 year after the claim has been settled or after the statute of limitations has run.
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*Option to microfilm and destroy original.

B. EMAIL RETENTION

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be printed in hard copy and kept in the appropriate file or moved to an “archive” computer file folder. Backup and recovery methods will be tested on a regular basis.

C. DOCUMENT PROTECTION

To ensure that documents (hardcopy, online or other media) are available when needed, documents will be stored primarily on site but if needed, off-site storage will be used.

D. DOCUMENT DESTRUCTION

At the end of each school year, hardcopy documents that are eligible for destruction shall be removed from the current-year filing systems and boxed with their potential destruction date and type of records clearly marked on the outside of the storage box.

When the destruction date is reached, hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

E. PROVISION OF DOCUMENTATION FOR INVESTIGATIONS OR LITIGATION

Documents requested and subpoenaed by legally authorized personnel will be provided within the time period legally provided, and in accordance with any applicable Charter School policies. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

V. Authorized Approvers and Authorization Limits

A. DEFINITION OF OBLIGATIONS

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

B. REVIEW AND DUE CARE

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

C. AUTHORIZED APPROVERS AND APPROVAL LIMITS (SEE CHART)

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight	≤ \$300
Special Education Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents* and Senior Directors	≤ \$10,000
Chief Officers	≤ \$50,000
CEO and CFO	≤ \$250,000

Board of Directors	> \$250,000
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* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers and Other School Site Teammates who are not Supervisors	No Approval
Business Managers, Office Managers and Supervisors	≤ 500
Principals	≤ \$3,000
Area Superintendents	≤ \$10,000
Executive Directors	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

Any purchase or authorization of service greater than \$250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for \$2,000,000, individual contracts above \$250,000 related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

D. APPROVAL PROCESS

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

E. REVIEW OF POLICY

The Board of Directors is to review this policy and the appropriate limits at least annually.

VI. Segregation of Duties

Segregation of duties is critical because it ensures separation of different functions and defines authority and responsibility over transactions. Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions.

The fundamental premise of segregated duties is that an individual should not be in a position to initiate, approve, and review the same action. Also, the accounting/reconciling function, and the asset custody function should be separated among employees.

The Chief Financial Officer and Controller must consider the principle of segregation of duties when designing and defining job duties within the finance and accounting department and in overseeing school site specific accounting functions involving the cash receipts and payments. Processes and control procedures should be implemented, to the extent feasible, that segregate duties among employees, including the oversight of activities and transactions.

VII. Cell Phone and Mobile Device Policy

A. PURPOSE

For those employees who are required to be in close contact with the school or office at all time, Aspire Public Schools:

- Issues or pays for individual Aspire-issued cell phones in accordance the policy below; or
- Reimburses Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. This only applies to those eligible employees that do not receive Aspire-issued mobile devices.

While cell phones and mobile devices are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use and for their own and others safety.

A. ASPIRE-ISSUED CELL PHONE POLICY

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Executive Team members, Principals, Senior

Directors, Directors and employees requiring a cell phone due to the nature of their role, are eligible for Aspire issued cell phones. Requests should be driven in the hiring process and approved by the employee's manager or supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. Once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

B. USAGE

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use.

Personal cell phone use is not permitted while you are working. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working on the job.

In addition to the Aspire-issued cell phones, every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Any messages left on your voice mail box are accessible through email.

Each cell phone line issued under the Aspire Public Schools corporate account with Verizon include 400 minutes and unlimited data/texting. All cell phone minutes are pooled together and Aspire is never charged overages fees unless we reach the maximum minutes for all lines combined (i.e. If we have 200 cell lines, we have 80,000 minutes for month). If it is anticipated the employee will use over 1,000 minutes a month, we may consider putting them on a separate plan that allows for more usage. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone line.

C. LOST, DAMAGED OR STOLEN CELLULAR PHONES

Our corporate contract with Verizon does not include cell phone insurance so employees should make every effort to protect and look after their Aspire issued cell phones. In the event your phone is lost, damaged or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

D. LEAVING ASPIRE?

Phones that are issued for free by Aspire or paid by Aspire, must be returned to the Regional Technology Support Manager where they can be re-issued to another employee or e-wasted if deemed necessary. All cellular phones paid for by an employee are allowed to be kept by the employee if they are terminated. Cell phone lines related to terminated employees will be shut off immediately following the last day of employment with Aspire.

E. PERSONAL MOBILE DEVICE REIMBURSEMENT POLICY

The purpose of this policy is to reimburse Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. The policy only applies to those eligible employees that do not receive Aspire-issued mobile devices.

Under California Labor Code section 2802, employers must reimburse employees for necessary expenditures incurred in performing their duties. Now, at least a portion of an employee's personal cell phone bill may constitute an expenditure covered by section 2802.

If the actual cost cannot be determined, such as if an employee has an unlimited minutes/texting personal plan, then ASP will be required to reimburse the employee for a "reasonable percentage" of the mobile device bill.

For ease of reimbursement and transparency, reimbursable values will be set based on expected percentage of use based on your eligible position. You will be required to submit your bill to begin the process and once annually to ensure that the reimbursement amount is consistent with business usage and does not exceed your monthly charge from your carrier.

1. ELIGIBILITY

Employees whose job duties include the frequent need for a mobile device may receive a monthly reimbursement to cover business-related costs. An employee is eligible for reimbursement if at least one of the following criteria is met:

- The job function of the employee requires considerable time outside of his/her assigned office or work area and it is important that s/he is accessible during those times;
- The job function of the employee requires him/her to be accessible outside of scheduled or normal working hours;
- The job function of the employee requires him/her to have wireless data and internet access; and/or
- The employee is designated as a "first responder" to emergencies on a school campus.

For tablets and/or mobile hot-spots, there is the additional requirement that:

The following administrative positions are eligible for reimbursement:

Position	Allowable Percent	Maximum Monthly Reimbursement Amount
C-level	80%	\$120
Vice-President	80%	\$120
Senior Director/Director	80%	\$120
Superintendent	80%	\$120
Associate Superintendent	80%	\$120

2. PAYMENT

If an employee meets the eligibility requirements for a mobile device, as outlined above, a reimbursement may be requested using the Mobile Device Reimbursement Agreement form along with a copy of your latest bill. The request may be made any time during the fiscal year to the Accounting Department.

Once approved, the reimbursement amount will be paid through payroll. As per IRS guidelines, any amount paid will not be taxable. This reimbursement does not constitute an increase to base pay, and will not be included in the calculation of percentage increases to base pay due to annual raises, job upgrades, bonuses, benefits based on a percentage of salary, etc. The reimbursement will be paid as a flat rate per month, based on the eligibility outlined above.

Reimbursements are funded by the department submitting the request and subject to final approval of the Chief Financial Officer.

D. DRIVING

Aspire Public Schools has a zero tolerance policy regarding using a cell phone or mobile device while driving with the following exceptions: For the safety of our employees and others it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone or you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a vehicle to conduct work related business is prohibited. Absolutely no texting while driving is allowed. Violation of this policy will result in disciplinary action up to and including termination.

E. PERSONAL TELEPHONE CALLS AND TEXTING

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

F. PERSONAL SMARTPHONE USE FOR BUSINESS PURPOSES

Some of Aspire Public School’s software vendors provide mobile-compatible versions of their tool for employees to download and use on smart devices or smartphones (Coupa, Ultimate, other examples). Our vendors offer these versions for easy and convenient optional access while away from a computer or work site.

Downloading and using these software applications on personal smartphones is entirely at the employee’s discretion, and is not required nor promoted by Aspire. If an employee decides to download and use business-related software applications on their personal smart device (iPad, phone, etc.) it is at their own choice and risk. Aspire is not responsible for how data may be tracked or used related by these applications, vendor providers, or their affiliates (as per vendor license agreement).

Non-exempt (hourly) employees who opt to download applications on their smart devices should do so during work time at their school site or office location.

Aspire employees who have Aspire-issued smart devices are invited, but not required to download and use software applications that support productivity, access and convenience.

VIII. Donation & Gifts Policy

A. PURPOSE

The purpose of the Donation & Gift Policy is to delineate policies and guidelines governing the acceptance of gifts by Aspire Public Schools and to provide guidance to prospective donors if making gifts to the organization.

B. PROHIBITED PRACTICES

Aspire Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Aspire Public Schools will not engage in any of the following gift receiving practices:

1. Accepting gifts that violate federal or municipal laws
2. Accepting gifts that would result in Aspire Public Schools losing its status as an IRS 501(c)(3) not-for-profit organization
3. Accepting gifts that require Aspire Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
4. Accepting gifts that require Aspire Public Schools to deviate from its normal hiring, promotion or contracting procedures
5. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
6. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Aspire Public Schools or which may limit our ability to provide our services.

IX. Fundraising

A. PURPOSE

The purpose of this document is to establish standard guidelines and procedures governing the initiation, authorization, and review of fundraising activities at Aspire Public Schools. These guidelines are intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws. Aspire Public Schools encourages community and business partnerships that enhance and supplement the public education system. Fundraising provides a means of obtaining valued resources or services for the benefit of the school communities, particularly the students.

(* For guidelines and procedures related to seeking funding through grants, community or regional foundations, or corporate foundations, please contact Bess Kennedy, VP of Advancement)

B. SCOPE

These guidelines apply to all Aspire Public Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

C. GENERAL STATEMENTS

1. Aspire recognizes a desire and a need for fundraising.
2. Aspire recognizes a need to limit the number of fundraising activities (when applicable) so that the activities do not become too demanding on employees, students and the general public.
3. Aspire has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs and activities.
4. All fundraising activities must have prior approval by either the Superintendent, Associate Superintendents or Principal (depending on the size and scope of the event).
5. Fundraising activity anticipated to raise over \$25,000 must have prior approval by the VP of Advancement.
6. Fundraising is permitted within Aspire schools to raise additional funds to supplement school-sponsored academic and co-curricular programs.
7. School Sponsored Activity: An event that is sponsored by the schools (e.g. Spring picnic, fair, sporting event, etc.). School sponsored clubs and activities meet the following criteria:
 - o Activities are conducted on school premises under the supervision and guidance of an Aspire staff member
 - o Activities adhere to school/student conduct rules and applicable State/Federal laws
 - o Participants are limited to enrolled students, approved parent volunteers, and Aspire staff only
 - o All Participants must have signed “adult voluntary waiver” form on file.
8. Non-School Sponsored activity: An event that is not sponsored by the school are those that don’t meet the criteria above. Those activities may include the following: private paid tutoring on school premises between Aspire teacher and Aspire student, Aspire staff personal gym use, etc.

D. TYPE OF FUNDRAISING

1. Student Organization Solicitations
 - a. Student Organizations include:
 - i. Student activities under the direction and regulation of the individual Aspire schools, including athletics, speech, drama

- and music contests student council and yearbook.
 - ii. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., performances, theater productions).
2. All School Fundraisers – These are activities where all students, families and staff have the opportunity to participate and contribute to the activity. These are typically done for very specific school related items such as grade level fundraisers. They may also be an ongoing and rotating fundraiser for the whole school.
 3. Charitable Giving Campaigns
 - a. Campaign is being conducted for the purpose of providing money for a charitable cause not necessarily directly related to any charter goal. Students sell a product, their own effort (e.g. walk-a-thon), a service (e.g. car wash), or contribute money.
 - b. Outside Organization Fundraisers
 - i. Outside organizations are non-school-funded groups such as sports’ booster groups and commercial enterprises that provide supplementary services to existing school entities

E. GENERAL FUNDRAISING STANDARDS

1. Aspire Public Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with Aspire Public Schools.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Participation in fundraising shall not affect a student’s grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student’s fundraising effort affect his/her participation time or standing on any team, club or group.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved by the principal prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other Aspire employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising

efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.

6. Approval may be denied for fundraising activities that would expose Aspire Public Schools to risk of financial loss or liability if the activity is not successful.
7. Fundraising activities shall be age appropriate.
8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the office to be included with the deposit detail.
9. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
10. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. These guidelines do not require the release of students' personally identifiable information protected by FERPA.

F. BEST PRACTICES

- Use numbered tickets or receipts to track all sales
- Document any differences between numbers of tickets sold and ticket beginning and ending numbers (i.e. damaged, lost...etc.)
- At least one signee should be the Office Manager, After School Director or another lead administrator participating in the sale
- Inventory count should take place at least quarterly (monthly is recommended); always perform a beginning and end of year count
- For classroom fundraisers, teachers shall give office managers cash collected for fundraisers the same day of collection (no cash from fundraisers should be left on hand and/or unlocked)
- It is suggested that for documentation purposes teachers document cash/checks collected from students (a classroom fundraiser log has been created; please ask home office accounting for tracking sheet)

G. CASH/ FUNDS COLLECTION AND MANAGEMENT

When handling money, a group undertaking fundraising must ensure that:

- All Aspire Fiscal Control Policies are followed, especially those related

specifically to the Site Checking accounts.

- The Office Manager is aware of any proposed Fundraising Activity and arrangements made regarding the secure storage of money well in advance of the activity/event.
- During a fundraiser, cash and checks must be counted on a daily basis.
- Bag fundraiser money in a secure, locked location each day after any sale.
- At least two adults (one of whom is a school official) are present at all times in a secure environment when cash and checks are tallied at the conclusion of the School Fundraising Activity.
- There is appropriate record keeping of revenue and expenditures, including all proof of expense incurred with the Fundraising Activity, e.g. a spread sheet.
 - The Office Manager shall keep an ongoing fundraiser log, to be reviewed monthly by the principal.
- Payments for goods and services related to an event should only be made from the School's checking account or a check request via Coupa, not directly from the event's cash receipts.

H. DEPOSITS

- All cash and checks received should be deposited at the site's local Wells Fargo branch on a weekly basis. For each deposit, the Office Manager (or representative) must submit the following:
 - Deposit Summary – summary of checks and cash and the reason for the deposit (e.g. fundraising)
 - Copy of deposit receipt from bank
- All deposit documentation must be scanned and uploaded to the school site ledger site with the entry and then stored away in filing cabinets in an orderly manner.

X. Boosters & Parent Organizations

A. DEFINITIONS

1. **Parent Teacher Association (PTA):** A formal membership of parents, teachers, and staff devoted to furthering the interests and education of students. PTA's are a part of a National membership where school based groups that choose to belong to the PTA must pay dues to the state and national organizations and abide by state and national group rules. In return, they get member benefits, and they get a voice in the operations of the larger organization. The California State PTA publishes governance, fundraising, and financial guidance for members on its website: www.capta.org
2. **Parent Teacher Organization (PTO):** Like a PTA, a PTO is a formal organization of parents, teachers, and staff devoted to the interests of students but a PTO is formed independently and typically is based out of a single-school or district-level group. It will operate under its own bylaws and generally is concerned with the interests of a single school or district.
3. **Booster Club (Booster):** A Booster Club is a formal organization that supports a sports team, club, or association at a school. They are typically formed at a single-school and most commonly at high schools or secondary schools.

B. SCOPE

These guidelines exist and apply to all Aspire Public Schools administrators, licensed educators, staff members, students, affiliated organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for Aspire Public Schools and school-sponsored events.

C. GENERAL STATEMENTS

Boosters and parent organizations (PTA's and PTO's) support Aspire schools and could be an important means of connecting parents and other community members with the curricular and co-curricular activities of students. However, these organizations can also be a liability to Aspire if they do not have the right policies and systems in place to govern the stand-alone organization.

Booster and parent organizations are separate from Aspire and are not governed by the Education Code. However, booster and parent organizations do not have free access to schools and their students. Aspire has, and must maintain, exclusive control and management of its public school system. [Education Code Section 51520 and 51521](#) require that any solicitation by a school-connected organization and/or activity be one that is authorized by law and permitted by Board policy.

In addition, Education Code Section 51520 prohibits the solicitation of pupils by outside organizations on school property during school hours. Solicitation is defined as “to subscribe or contribute to the funds of, to become members of, or to work for any organization not directly under the control of the school Authorities.” A clear separation of responsibilities between the ASB and the various booster and parent organizations should be maintained.

Booster and parent organizations should serve as auxiliaries to Aspire school programs and should conduct activities and fundraising events that primarily involve participation of parents and other adult community members.

Funds raised by booster/parent organizations of Aspire should be used to support school specific programs, however, **no student** will be required to raise funds in order to participate in a program or event. Funds raised should be donated to Aspire schools for specific purposes, like to purchase equipment or materials or send students on a field trip.

Booster/parent funds will not be co-mingled with the student body funds. Aspire’s tax exempt status and identification numbers **are not** for booster/parent organization use. Booster/parent organizations are responsible for their own tax status and accounting. All booster/parent organization tax I.D. numbers must be on file with Aspire Public Schools National Office.

D. TAX EXEMPT STATUS

Booster and parent organizations **are not** legal components of Aspire Public Schools. Each organization must have its own:

1. Tax identification number (IRS)
2. Bank account
3. Compliance process for IRS and State reporting and disclosure requirements

Organizations who provide receipts to donors as a “charitable tax deductible donation” **must** be officially approved by the IRS as a 501(c)(3) tax-exempt organization. It is important for the organization to be both knowledgeable and compliant with all state and federal laws

E. RETENTION OF RECORDS BY BOOSTER/PARENT ORGANIZATION

Since these voluntary organizations often suffer from constant turnover of officers and members, it is important the activities of the organization be clearly documented and a procedure for training documents be established. Among the documents that should be retained by the organizations are:

1. Cash Receipts
2. Cash Disbursements and general ledger
3. Bank records
4. Income tax returns
5. Minutes of meetings as defined by organization by-laws

F. GENERAL DO'S AND DON'TS OF BOOSTER/PARENT ORGANIZATIONS

1. **What to do:**
 - Obtain IRS tax ID and tax-exempt Status
 - Open bank account separate from Aspire and maintain records as requested
 - Create logo and name separate from Aspire schools to maintain unique identity
 - Raise funds through parent membership and special projects which may include student participation
 - Maintain relationship with specific Aspire school leadership for input of needs
 - Donate purchases to Aspire schools within guidelines
 - Donate funds to Aspire student body accounts for specific student teams/groups
 - All capital expenditures over \$5,000 must be reported to Aspire's Accounting team
2. **What not to do:**
 - Conduct fundraising activity requiring students to participate
 - Co-mingle booster and parent organization funds with ASB funds or Aspire school funds
 - Represent booster or parent organization activities as those of any specific Aspire Public School

G. ALTERNATIVES FOR PARENT PARTICIPATION (IN LIEU OF BOOSTER/PTO)

The process of creating an IRS tax ID and maintaining tax-exempt status can be a burdensome and time-consuming process. Aspire highly encourages and recommends parent participation to support growth of schools and student outcomes.

In lieu of the onerous process of creating an official Booster or Parent Organization legally separated from the school, Aspire allows for parent participation through close involvement with the school program.

1. Participation may consist of (but is not limited to):
 - Weekly/monthly meetings with school staff
 - Organizing and planning fundraising events to support school programs/field trips
 - Involvement and planning for how fundraising proceeds are utilized at school

2. In creating an establishing parent group within the school, parents will avoid:
 - Process for creating IRS Tax ID
 - Annual tax filings for the Booster or Parent Organization
 - Establishing a separate bank account and managing the funds for this account
 - Creating organization by-laws and Board of Directors

XI. Security of Financial Data

Financial Data includes all information stored within Aspire’s MIP system, payroll information in Ultimate Software, and Invoice and Expense information in Coupa. Aspire Public Schools manages access to data based on an individual’s role and job function.

- Users are granted access to only the systems that they need to use for their work.
- Within each system, role-based access is implemented using a combination of security groups and direct system administrator oversight.
- Aspire Public Schools has deployed email encryption functionality, and trains employees to use email encryption whenever sensitive data is transmitted.
- Multi-factor authentication is standard for all users attempting to access data from outside Aspire’s network.
- Aspire Public Schools hosts the MIP system on-premise, behind our firewall. Access is limited to only the relevant users on our Finance team, and technical administrators. A locally installed application is required for users to access the system.

XII. Password Policy

A. OVERVIEW

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of Aspire Public School's entire network. As such, all Aspire Public School's employees (including contractors and vendors) with access to Aspire's systems are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

B. PURPOSE

The purpose of this policy is to establish a standard for the creation of strong passwords, the protection of those passwords, and the frequency of change.

C. SCOPE

The scope of this policy includes all Aspire Public School's personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Aspire Public School's facility, or has access to the Aspire network.

D. POLICY

1. General

- All systems-level passwords (e.g., root, network administrator, application administration accounts, etc.) must be changed at least every 6 months.
- All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every 12 months and cannot be reused from the past 10 passwords.
- All User accounts with access to Aspire's single sign-on portal **must** have two-factor authentication set up. Without ("2FA"), users trying to access Aspire applications outside the Aspire network will be inaccessible.
- Passwords must not be inserted into email messages or other forms of electronic communication unless it is sent in encrypted format.
- All user-level and system-level passwords must conform to the guidelines described below.

2. Password Guidelines / Requirements

- Must be a minimum length of fourteen **(14)** characters on all systems.
- Must contain the following conditions: Special Character (#@\$!^&*)
- Must not be older than 12 months and cannot have any part of name or

username

- Cannot be the same as the User ID.
- Cannot be identical to the previous ten (10) passwords.
- Shall expire within a maximum of 12 months.

3. Password Protection Standards

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically in unencrypted format.
- Passwords shall not be written down or physically stored anywhere in the office.
- Passwords shall not be stored in a file on ANY computer system in unencrypted format.
- Should not be a dictionary word or proper name.
- When configuring password “hints,” do not hint at the format of your password (e.g., “zip + middle name”)
- User IDs and passwords must not be scripted to enable automatic login.
- “Remember Password” feature on websites and applications should not be used.
- All managed mobile devices that connect to Aspire’s network must be secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.
- If an account or password is suspected to have been compromised, report the incident Aspire’s IT Team and change all passwords_ **immediately.**

4. Account Lockout thresholds

To prevent users from guessing your password, we will implement account lockout thresholds. Your account will get locked out if there are 5 failed login attempts within a 5 minute window using an incorrect password. Your account will be locked for 5 minutes before you can attempt again.

5. Expired Passwords

Failing to reset your password before the deadline will cause your password to expire. This will prevent you from accessing Aspire resources until you have setup a new password that meets the password complexity requirements.

If this occurs, when logging into your computer, you will receive a message at your next logon that your password has expired.

6. Remote Access Users

Access to Aspire Public School’s networks via remote access is to be

controlled by using a secure Virtual Private Network (VPN) configured with specific security groups. Respective department managers govern approval.

E. ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

XIII. Time & Effort Policy

A. Overview

The Federal Education Department General Administrative Regulations (EDGAR) governs the administration of federal grants to education programs. Being a recipient of federal and state funding resources, the district is required to implement regulations and controls that serve the purpose of ensuring that the intended results of these funding sources are achieved. Time accounting, a documentative regulation, ensures that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable funding source requirements.

Time accounting documents are monitored and reviewed by each responsible department on a quarterly basis with the support. The Grant Manager is responsible for the distribution, collection, and retention of all employee effort reports. Individually reported data will be made available only to authorized auditors/reviewers.

The Code of Federal Regulations (CFR), Part 200 (the Uniform Guidance) and the California School Accounting Manual (CSAM), Procedure 905, have outlined principals and requirements of time accounting documentation, upon which we have written the guidelines that follow.

B. WHO MUST COMPLETE TIME ACCOUNTING DOCUMENTATION?

Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state. These restricted resources include the entirety of the 3000—9999 range, except 8150, in the State's Standardized Account Coding Structure (SACS) resource. Positions are flagged to identify the required type of documentation for each employee funded from federal and state resources.

- Title I Part A (Resource 3010)
 - Must be used to supplement the basic program
 - Site employees cannot participate in administrative or clerical duties
 - Intent is to provide support for low income students to become academically proficient in State Standards

- Title II Part A (Resource 4035)
 - Increase the academic achievement of all students by helping schools and district

- Improve teacher and principal quality through professional development and other activities

- Title III EL (Resource 4203)
 - Support to ensure English learners in California, attain English proficiency
 - Support so that English learners develop high levels of academic attainment in English
 - Support so that English learners meet the same challenging state academic standards as all other students

- Title IV (Resource 4127)
 - Support well-rounded education activities and enrichment
 - Improve school conditions for student learning
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Local Control Funding Formula (LCFF) Site Allocations (Resource 0000; 0090; 0100) are considered State “general” funds – not categorical. Employees funded with only LCFF do not participate in time accounting. Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV.

C. TYPES OF TIME ACCOUNTING DOCUMENTATION

These two categories of employees correspond with the two methods of time accounting documentation:

- Periodic (Semiannual) Certification: Single-funded employees’ supervisory must bi-annually sign a document that certifies that employees worked solely towards the cost objective of the resource from which their salary and wages are funded (CSAM 905-2).
- Personnel Activity Report: Multi-funded employees must complete a monthly activity distribution log known as the Multi-Funded Time Accounting Log (CSAM 905-4).

D. EMPLOYEE GUIDELINES

All employees who are fully or partially funded by federal categorical dollars (resource codes 3000-5999) must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are worked. Semi-annual or monthly reports are completed after the work period. Employees who are funded using federal categorical dollars will review their duty statement with their direct supervisor and receive time accounting training at the beginning of each school year.

E. TIME CERTIFICATION FOR SINGLE COST OBJECTIVES (SEMI ANNUAL)

Single-Funded Employees with Single Cost Objective

If an employee is considered single-funded, the supervisor will sign the “Semi-Annual Certification” form twice a year, which is submitted after the completion of each six-month work period. Single-funded is defined as when an employee’s work schedule does not vary monthly and is paid from 100% state or federal funding. Some examples of these employees may be Instructional Coaches, Instructional Assistants, or resource teachers at one school site working on one goal area on a set schedule.

The employee or supervisory official must submit a Time Certification for Single-Funded Employees, semi-annually documenting that the employee worked 100% on only one project/cost objective for the time period listed. These certifications should not be signed and dated until after the employee has worked the certification period.

1. A July-December Semi-Annual Certification is signed in January.
2. A January-June Semi-Annual Certification is signed in May/June before leaving for summer break.

Multi-Funded Employees with Single Cost Objective

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.

F.PERSONNEL ACTIVITY REPORT FOR MULTI-FUNDED EMPLOYEES (PAR)

If the employee’s work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

If an employee is considered multi-funded, they will sign the completed “Multi-Funded Time Accounting Log” soon after each monthly pay period. Multi-funded is defined as an employee who is partially funded by federal, state, or local grants.

When completing this form, allocate total hours worked in increments of no less than 15 minutes (.25) and total percentage of hours spent in each program/activity code. Include hours for any paid day; i.e. vacation days, sick days, etc. Do not include hours for non-contract or non-program days. Please note total hours worked for the month. The PAR must reflect 100% of approved time compensated for each employee.

G. SUPERVISOR RESPONSIBILITIES

The direct supervisor signing any of the time-reporting forms must have first-hand knowledge of the work performed by the employee. After approving the form, he/she will forward the document to the Grant Manager.

Personnel Activity Report/ Multi-Funded Time Accounting Log

- The supervisor responsible for directly overseeing the duties performed by the multi-funded employee collect the PARs each month.
- The supervisor will review the actual hours worked by the employee within each program as reported under the “Hours Worked” column and check this against the employee’s work calendar or other similar document. In the event, the employee’s hours worked are not in alignment with the funding sources identified, the supervisor will work with the employee to verify the duties being conducted are actual to the funding source. If that is not the

case, the supervisor will provide support to the employee to modify the duties being performed to ensure they align to the appropriate funding percentage.

- For multi-funded employees on a pre-determined (set) schedule of duties, such as teachers, their calendar should indicate specific blocks of time allocated to certain duties. For example, a teacher operating an intervention class during a specified period and core classes during the other periods must be able to provide a calendar that indicated this by class period.
- For multi-funded employees, not on a set schedule, time spent on specific projects may be documented on a monthly calendar or other type of schedule as agreed upon by the supervisor as long as the time worked per project is clearly supported.
- Ultimately, it is the supervisor's responsibility to ensure that the employee is working the actual hours reported on the PAR. His/her signature indicates that all hours were verified against supporting documentation.
- The employee is required to return appropriately completed and signed effort reports to the Grant Manager by the 15th of the month following the monthly period.

H. FINANCE DEPARTMENT RESPONSIBILITIES

The Grant Manager will receive PAR and Time Certification reports from employees whose funding percentages vary beyond 10% of time worked.

- The Financial Analyst will prepare payroll journal entries necessary to correct any variance of more than 10% the PAR or Time Certification reports are received.
- At the close of each fiscal year, Finance Department will make final budget reconciliations to ensure final salary expenditures match time and effort as reported over the year. Evidence of salary reallocations must accompany a modified effort report which will be reviewed by the Grant Manager and maintained on file.

I. RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. Grant Manager collects the PAR form from all employees that are required to complete it. The department ensures that all forms are received, are complete.
2. The Grant Manager reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Supervisors are notified of discrepancies between resource allocation and time on calendars.
3. Grant Manager, Finance Department and Director of Education Compliance meet to review any variance in excess of 10% and provide recommendations to their respective supervisors and superintendents.
4. Superintendent and Executive Directors meets to review, discuss, and provide course of action for discrepancies. The Finance Department moves expenditures and/or updates the budget to align with the PAR per Executive Directors authorization and direction.
5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. Grant Manager collects the Semi-Annual form from all employees that are required to complete it. The department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Finance Department

2. The Grant Manager and Financial Analyst reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Supervisors and superintendents are notified of discrepancies between resource allocation and time on semi-annual forms.
3. Grant Manager, Financial Analyst and Director of Education Compliance meet to review discrepancies between Semi-Annual certification and payroll expenditure ledger and provide recommendations to supervisors and superintendents.
4. Superintendent and Executive Directors meets to review, discuss, and provide course of action for discrepancies. The Finance Department moves expenditures and/or updates the budget to align with semi-annual certification per Executive Directors authorization and direction.
5. Reconciliation quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

J. Overview

Title programs are federally funded programs under the Every Student Succeeds Act (ESSA). Title funds are grants that are issued through the CDE for supplementing a school's instructional program. All Aspire schools currently receive Title I, II, III and IV funding. As part of receiving this funding, Aspire will ensure that funds are spent on reasonable and allowable expenses, as defined in 2 CFR 200.420-475 legislation. Aspire will ensure this by conducting the following process:

1. Based on the annual needs assessment and appropriate feedback from educational partners, principals will meet with their Financial Analyst. During the budgeting process, financial analyst will work with school site to identify expenses that fit into the appropriate allowable use categories and are aligned to the site's goals as stated in their LCAP.
2. The Financial Analyst and/or Grant Manager reviews actual payroll and operating expenditure, to ensure that all expenses that are hitting the ledger fit into allowable use categories. The Financial Analyst and/or Grant Manager will notify the site supervisor of any unallowable expenditures.
3. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period. If any unallowable expenses are found, the Financial Analyst and/or Grant Manager will correct/update based on the quarterly timeline mentioned above.

Financial Management Policies

I. Basis of Accounting

Aspire Public Schools maintains their accounting records and related financial reports on the accrual basis of accounting. The accounts will be maintained in accordance with accounting principles relevant to not-for-profit entities.

Aspire's chart of accounts is structured so that each transaction is recorded within the general ledger to a site code, resource code, fiscal year, object, fund, goal and function. This enables Aspire to accurately track and record transactions to the level of detail needed to segregate specific school site data and to separate and effectively monitor restricted funds.

II. Accounting Policies & Methods

Aspire Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

Aspire's audited consolidated financial statements must be provided to each chartering entity, California Controller, county superintendent of schools of the counties in which each Charter School is located and the California Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). The Board of Directors must approve Aspire's budget prior to the beginning of each fiscal year. The budget is drafted for Board review and approval prior to the start of each fiscal year.

Aspire Public Schools will prepare financial reports for the Executive Committee of the Board quarterly, with interim updates as circumstances dictate.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to Aspire or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restrictions.” Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

Cash and cash equivalents – For financial statement purposes, Aspire considers investments with maturity at purchase of three months or less to be cash equivalents.

Investments – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

Intangible assets – Aspire has intangible assets for product and service discounts to be used in future periods. Aspire amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

Property and equipment with a value greater than \$5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Donated equipment, materials, services, and facilities – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-

financial assets or require a specialized skill that Aspire would otherwise need to purchase.

Income taxes – Aspire Public Schools has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined that Aspire is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

Functional allocation of expenses – The cost of providing educational programs and other activities is summarized on a functional basis in the Statement of Activities within the audited financial statements.

Program development and expansion – Aspire continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. Aspire capitalizes these preacquisition costs into ‘Construction in progress’ at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made

Fair value measurements – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

Level 1 Inputs Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities.

Level 2 Inputs Inputs other than quoted prices in active markets that are observable either directly or indirectly.

Level 3 Inputs Unobservable inputs for the asset or liability.

When a price for an identical asset or liability is not observable, Aspire will measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk.

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

III. Basis of Presentation

Financial statements will be presented in conformity with professional standards applicable to not-for-profit entities. On an annual basis Aspire will report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

IV. Intercompany

Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

The CFC LLC owns the fixed assets of ten schools associated with the College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds). CFC II LLC owns the fixed assets of three schools associated with the College for Certain Series

2015 School Facility Revenue Refunding Bonds (2015 Bonds). CFC LLC and CFC II LLC receive rental income from the 13 schools of Aspire Public Schools. The rental income represents the debt service payments plus an incremental amount to contribute towards a capital, maintenance and operations fund. CFC LLC and CFC II LLC pass the rental income onto CFC INC. CFC INC makes the payments of principal and interest owed on the 2015 and 2016 bonds.

CFC INC has a Board distinct from Aspire's Board of Directors. Aspire's accounting staff record the accounting transactions associated with the CFC entities. Transactions outside of routine transactions to record rental income and service debt payments must be Board approved.

V. Indirect Cost Allocation Policy

The purpose of this procedure is to document an Aspire Public Schools (APS) indirect cost allocation methodology so that the Aspire Home Office (AHO) can periodically review existing practices and cost allocations, and determine if significant changes need to be administered, and the scale of those changes.

A cost allocation plan is a method by which expenses are allocated that are not directly identifiable to a particular activity, or to allocate expenses that benefit more than one school on a consistent, fair, and equitable basis. Based on this definition, the cost allocation is focusing on shared administrative expenses. While the AHO could begin tracking 100% of administrative hours for future changes to the methodology,

time surveys often demonstrate high variability (significant annual changes that may have major budgeting and rate impacts) and challenges in consistent application of allocations. APS elects to use a Cost Allocation Plan (CAP) for determining how these indirect or general benefit costs are allocated to the appropriate cost pool, whether region or school.

The goal of this CAP is to achieve equity for schools support of the AHO and to thoroughly document the process for future efforts. The CAP is achieved through the following steps:

- Determine the most relevant level of functional detail with which to allocate Home Office costs.
- Identify the appropriate indirect costs to include in the cost pools.

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one school and cannot be readily associated with a single school. Furthermore, a full investigation of the allocation of those costs would require a level of effort disproportionate with the benefit gained. For that reason, it is appropriate to develop a single allocation measure for these indirect costs that represents a typical allocation of benefits. AHO indirect costs includes administrative operations, which provide an indication of the variety of activities needed to operate a large charter school organization. Recouping these costs is essential to funding all aspects of administrative services that support the schools.

Allowable general and administrative costs (costs that benefit all schools and are not identified to a specific school) are allocated using a board approved rate that results in an equitable and predictable distribution to all schools. The rate is divided between Home Office and Regional Office based on the type of service that is provided. The following services/costs are included in Home Office: Executive Leadership, Advancement, Post-Secondary Success, Finance and Accounting, Information Technology, Data and Systems, Operations (charter renewals, compliance, etc.), Human Resources including Talent, Teammate Effectiveness and Employee Services, and Home Office Facilities and Depreciation.

Administrative costs that benefit all schools are allocated based on a % of each school’s revenue for the following accounts:

8011	0000	Unrestricted Resources, Net State Aid
8012	1400	Unrestricted Resources, Education Protection Account
	0000	Unrestricted Resources, In-Lieu of Property Taxes
8560	0000	Unrestricted Resources, Lottery

8560	6300	Lottery: Instructional Materials (Restricted), Lottery
8590	6010	Prop 49/ASES, All Other State Revenues
8550	0000	Unrestricted Resources, Mandated Cost Reimbursement - Mandate Block Grant

8100	3010	IASA: Title I Basic Grants Low-Income and Neglected, Part A, Federal Income
8100	4035	IASA: Title II Part A, Teacher Quality, Federal Income
8100	4203	IASA: Title III-Limited English Proficiency, Federal Income
8100	4127	Title IV, Part A, Subpart 1—Student Support and Academic Enrichment

Currently the methodology is the same as the normal CAP for Federal awards. AHO allocations are not charged to individual grants as the revenue only serves in determining an overall percentage to allocating out AHO expenses to the schools (see formula below).

The AHO CAP formula is determined by the following method:

$$\begin{aligned}
 & \text{Total PY Home Office Revenue (excluding PY one-time revenue sources)} \\
 \text{Less} & \quad \text{Total PY HO expenses (excluding PY one-time expenditures)} \\
 \text{Less} & \quad \text{Home PY Office Reserve} \\
 \text{Equals} & \quad \text{Total CY Allocated to Schools} \\
 & \frac{\text{Total CY Allocated to Schools}}{\text{Total School Revenue}} = \text{Percent to Allocate per School*}
 \end{aligned}$$

Financial Planning & Reporting

I. Budgeting Process

Aspire Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Board of Directors annually before the new school year starts.

A. POLICY

Budgets are created for each school site, regional office and home office department annually. The budgeting process involves key stakeholders including the Aspire Executive Team, Area Superintendents, Principals, and Aspire employees. Once budgets are approved by the Board of Directors, they are used to run quarterly Budget-to-Actual Reports that are shared with School Leaders.

At the end of the fiscal year, the following key financial statements are produced: Balance Sheet, Income Statement, and Statement of Cash Flows, and Statement of Functional Expenses.

The budget should be prepared by the appropriate levels of management on an accrual basis for final approval by the Board of Directors.

B. PROCEDURES

Budget Planning

The Director of Finance will establish guidelines, priorities and assumptions for preparation of the budget and send them to the School Leaders. The Director of Finance will also establish procedures, budgeting formats and a timetable for budget preparation. The timetable, which will begin no later than February of each year, will result in the Board of Directors receiving the proposed budget in time to review it before presentation at the meeting in June.

Preparation of the Budget

The School Leaders and all appropriate levels of Aspire management will prepare their projections of revenues and expenditures for planned services, projects and programs. They will consider historical data along with future growth plans, and factor in any shifts or adjustments to staffing levels.

Once the budgets are complete, they will be submitted to the Director of Finance, along with justifications, for review and approval. After reviewing the budgets with

School Leaders throughout May, the Director of Finance will consolidate the budgets into a total organizational budget and review with the Chief Financial Officer.

After any adjustments or changes, the budget will be ready for submission to the Board of Directors for review.

Budget Approval

Prior to the end of the fiscal year, the Director of Finance and the Chief Finance Officer will present the proposed budget to the Board of Directors for final approval in June.

Forecasts

Based on monitoring events that occur during the year, if it is determined that a significant revision to the budget numbers is required and appropriate, forecasts may be developed and approved by the Chief Financial Officer.

C. INTERNAL CONTROL

Once the budget is approved, the School Leaders and Director of Finance will implement the budget plan. Quarterly variance reports will be prepared and submitted to the Board of Directors.

II. Accounting Cycle

A. PURPOSE

This section gives a brief overview of the steps in the bookkeeping cycle.

Aspire Public Schools' accounting system is designed to accurately process, record, summarize, and report transactions of the organizations.

B. COMPONENTS

The component bookkeeping cycles fall into one of four primary functions:

1. **Cash Receipts** – Revenue and Accounts Receivable: This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.

- Processing cash receipts
- Making deposits

- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue

2. Procurement to Pay Cycle – Purchases, Accounts Payable, and Cash Disbursements: This cycle represents the purchase of goods and services and the subsequent payment for those goods and services.

- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks and/or wire transfers
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

3. Payroll: This cycle consists of processing payroll and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.).

- Obtaining and gathering payroll information
- Computing wages and withholdings
- Preparing payroll checks and ACHs
- Depositing payroll taxes
- Remitting monthly retirement contributions to CalPERS, CalSTRS, TCRS, etc...
- Performing month-end reconciliation procedures if necessary
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, 940s, and other annual payroll tax returns

4. Financial Accounting, Reporting, & Analysis: This process consists of posting the period's transactions to the general ledger and preparing financial statements.

- Preparing and posting monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements

C. PROCEDURES

1. **General Ledger:** The general ledger process consists of posting the period's transactions to the accounting software, MIP. The Assistant Controller, Controller, and staff work to reconcile bank and credit card accounts, review the general ledger, and prepare for the annual audit.

2. **Financial Statements:** The Assistant Controller, Director of Finance, and Controller prepare financial statements quarterly basis, which are reviewed by the CFO. These financial statements are provided to the Executive Committee and Board on a quarterly basis.

3. Year-End Close: In addition to the normal month-end closing procedures, the Finance & Accounting Team will perform additional procedures to close the year as follows:

- **Revenue Accruals** - Known material revenue sources will be accrued based on published CDE information and information obtained from chartering authorizers.
- **Accounts Payable Accruals** – Invoices greater than \$1,000 for goods received or services rendered by June 30th will be accrued in the corresponding fiscal year end. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Vacation Liability Accrual** – Unused vacation earned as of June 30th will be accrued.
- **Payroll Liability Accrual** – Any amounts owed to teachers or staff earned as of June 30th will be accrued.
- **Prepaid Expenses** – Expenses incurred for the following fiscal year that are paid in the current fiscal year whose amount is over \$1,000 will be recorded as prepaid expense, and the expense will be recognized in the following fiscal year. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Audit Schedules** – Aspire Public Schools will prepare audit schedules as requested by the audit team for such accounts as prepaid expense, accounts receivable, accounts payable, loans, advances, deposits, etc.

III. Financial Reporting & Tax Compliance

The Assistant Controller and Controller maintain supporting records in sufficient detail to prepare Aspire Public Schools’ financial reports, including the items below. The CFO, Controller, Assistant Controller, and Director of Finance are also responsible for ensuring all applicable federal, state, and local tax laws are complied with in regards to these items.

Annually:

- Financial statements for audit

- Annual budget
- IRS Form 990
- 403b audits
- California State Sales and Use Tax filings
- 1099 Filings
- Insurance Renewal

Monthly:

- Trial balance
- Bank and payroll reconciliations
- Internally generated budget vs. actual financial statements
- Billing invoices to funding sources
- Updating the cash flow projection

Periodically:

- IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- Property Tax Exemptions and Payments (see Property Tax Exemption Process)
- Other reports upon request

In order to ensure that all documents are captured by the accounting system, reconciliations are performed on a monthly basis. All documents are appropriately filed with most being scanned electronically and saved on the internal servers.

XIII. Annual Form 990 & CA Form 199 Process

The annual IRS form 990 and CA form 199 have an initial due date of November 15th and an extended due date of May 15th, following our June 30 fiscal year end. The completion of both forms is based upon Aspire Public Schools' audited financial statements. The forms are prepared by Aspire's tax partner before being reviewed and approved by key employees and transmitted to the respective tax authorities.

The Assistant Controller is responsible for providing supporting documentation to the tax partner. This includes the trial balance from the audited financial statements, together with other key information including details of donations. Once the draft forms are prepared the Assistant Controller and Controller are responsible for each reviewing the documents for accuracy and completeness. Following their review and any adjustments with the tax partner, the CFO will review prior to finalization.

The Audit Committee of the Board is responsible for reviewing and approving the IRS Form 990 and CA form 199 prior to submitting to the tax authorities.

IV. Property Tax Exemption Process

A. PURPOSE

The purpose of this document is to act as a guide for filing annual property tax exemptions for Aspire Public Schools owned and leased properties. Property tax exemption filings are a critical process to ensure Aspire Public Schools does not pay more taxes than required given it operates as an IRS 501(c)(3) organization.

B. GENERAL INFORMATION ON PROCESS

Each year between Mid-December and January, county assessors will send out property tax exemption filing forms to as a reminder to file for the following fiscal year. The forms are to be filled out and returned by February 15th of the year. Aspire Public Schools will file either a BOE-263 (Qualified Lessor's Exemption) or BOE-268 (Public School Exemption) form depending on which form the county requires to be submitted.

C. ASPIRE PUBLIC SCHOOL'S PROPERTY TAX EXEMPTION FILING

Each county Aspire Public Schools operates in has different requirements for which form is required. The property owner or lessor is required to send in either form depending on what county it is. Some counties require both the lessor and lessee send in an exemption form while others will require just the lessor to complete it. The forms Aspire Public Schools receives in Mid-December from each county must be completed and returned by the February 15th deadline. These forms are received by the Finance and Accounting team.

- Church organizations Aspire Public Schools leases buildings from require a completed BOE-263 Affidavit form sent directly to them. These churches are Trinity Lutheran (APEX Academy), Roman Catholic Welfare Corporation of Oakland (Aspire College Academy, Monarch Academy, and Triumph Technology Academy), and Central California Conference of Seventh-Day Adventists (Summit Academy).

- Raymond Investment Corporation (property owner of Vincent Shalvey Academy) is another organization we send a completed BOE-263 Affidavit form directly to.

The Finance and Accounting team is responsible for completing all forms to be sent either directly to the county assessor or to the landlord. Forms completed are to be scanned and saved on the internally.

D. DEADLINES AND OTHER INFORMATION

The deadline for submitting exemption forms is February 15th. If forms are going to be submitted late, it is necessary to call the county offices and let them know they are going to be submitted late.

For new schools under construction, it is important to have a close contact at the assessor's office in order to obtain exemption. Parcel numbers will change frequently with new buildings and they must have a submitted form for each parcel in order for exemptions to be applied. Sometimes an assessment without exemption will be billed and a payment is needed to avoid late penalties but the county will issue a refund when the exemption is properly executed in their system.

E. PAYMENTS FOR PROPERTY TAX ASSESSMENTS

Property tax bills from the county tax collectors for a given fiscal year come in around October and are received by the Finance and Accounting Team. The first installment is due by December 10th and if paid late, a 10% penalty will be assessed. It is extremely important to make the payment in a timely manner. If a bill expected to be received is not, the appropriate tax collector will be contacted by the Finance and Accounting

team to obtain a copy. It is also possible to view property tax assessments directly on the county tax collectors website. Copies of all tax bills are made and then submitted with instructions to the Accounts Payable team. The Accounts Payable team is responsible for sending checks for each property tax bill along with the payment stub.

V. Audit

Independent audits of the financial statements shall be conducted annually by a certified public accountant selected by the Audit Committee from a list of auditors approved by the state of California. Annual financial audits will be conducted in accordance with Generally Accepted Audit Standards, and the Governmental Auditing Standards Board.

Financial regulatory forms shall be completed as necessary by Aspire Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the chartering agency and county superintendent of schools.

Upon completion, audits shall be reviewed by the CFO, Controller, Assistant Controller, and Director of Finance and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding Management Letter in the audit report shall be forwarded to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year.

Audit Committee: The Board of Directors appoints separate Audit and Executive Committees. The Audit Committee nominates the independent auditor, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee and Aspire Public Schools staff will develop a corrective action plan to address all relevant weaknesses noted by the auditor.

Revenue & Accounts Receivable

I. Cash Receipts & Deposits

A. CATEGORIES OF CASH RECEIPTS

1. **Federal, State, Local Revenue:** On a daily or weekly basis, the Assistant Controller or Staff Accountant receives checks in the mail. Majority of the checks received are for federal, state, and local aid. In addition, there are other local revenues received from the schools. The Cash receipts log tracks the receipts by the deposit date. Some funds are received electronically by ACH and wire transfer. All cash receipts are booked according to the remittance advice provided by the sender and information from CDE website.
2. **Donations:** Donations can be received and deposited by the school sites and Home Office, although the majority of donations are received by the Home Office Accounting or Development staff.

Generally, contributions received or committed, including unconditional promises to give are recognized as revenues in the period received at their fair values. Contributions made, including unconditional promises to give, are recognized as revenues in the period made at their fair values. Conditional promises to give, whether received or made, are recognized when they become unconditional, that is, when the conditions are substantially met.

The Staff Accountant enters all cash receipts for donations and grant revenues at the Home Office. For donations, checks are the source documents and any other corresponding info that is attached (e.g. letter from donor) is used to record transactions in the G/L. For grants, the grant documents are used to enter revenues and promises.

Some schools may choose to provide acknowledgement letters to the donors and other schools will give Home Office the necessary donor information to the Staff Accountant or Development Director to write acknowledgement letters to the donor.

3. **Lunch Fees:** All of Aspire's sites with the exception of Langston Hughes, APEX, Port City and Rosa Parks, are on the National School Nutrition program. All sites use Mealtime to record meals taken and cash receipts. Mealtime is set up at each site and monitored by the Cafeteria Manager. To ensure that each meal that is handed out is accurately recorded according to who took the meal and their qualification, Aspire's sites use a Biometric Finger scanner at the beginning of the meal line.

The Nutrition's staff at the Home Office is responsible for the analysis of meals delivered, meals served, money collected and money deposited against the information in Mealtime. This analysis ensures that all meals are accounted for and all funds are accounted for in an accurate and timely manner. These funds are tracked in resource codes 5310, 5320, and 5370.

4. **After School Fees:** Schools have the choice of charging additional fees in addition to the Afterschool Education grants received. The funds are budgeted at the beginning of the year with the Afterschool Director and the Principal. Several Aspire schools have chosen to charge parents after school fees.

B. PREPARATION OF CASH RECEIPTS (HOME OFFICE)

On a daily or weekly basis, the Staff Accountant records all checks received into the Cash Receipts Logs. The Cash Receipts Log provides a detailed summary of the checks that were deposited on a specific date. The summary provides the total deposit that was made and details of the deposit breakdown. The information noted in the log is payer name, date of receipt, check date, amount, site code, and any descriptions that may be on the check.

1. Staff Accountant makes a copy of the checks to be deposited.
2. Assistant Controller then deposits the checks into the bank through an online banking system through Wells Fargo
 - The process starts out with entering the total deposit to be made as well as the deposit references & bag number
 - Original checks are scanned through a scanner
 - Staff Accountant confirms the check amounts in order to balance the deposit to the entered total
 - The scanned checks are uploaded to Wells Fargo for deposit
 - Assistant Controller will print a deposit confirmation from the website
 - Original checks are put into a plastic bag and placed in a locked area for storage of 30 days and then shredded.

3. The check copies, including accompanying information, are attached to the cash receipt log for that day
 - The Staff Accountant makes sure that the total deposit has all check copies to ensure that there is enough backup in order to enter the receipts into MIP
 - If there isn't enough information on the check, the Staff Accountant will follow up with the appropriate individual to find out what it is the purpose of the funds
4. The Staff Accountant then enters the cash receipts in MIP (posting in accounting software)

C. PREPARATION OF CASH RECEIPTS (School Sites)

1. **Mealtime Deposits:** Monies for students that are paid or reduced are collected beforehand in the main office by the Office Manager. A receipt is given for all monies collected. The Office Manager does an end of day report in Mealtime that confirms the monies collected and the number of meals delivered by the vendor. At the end of every week, the office manager prints out a deposit slip from Mealtime and brings the deposit to the bank. A copy of the deposit slip from Mealtime and the deposit confirmation is sent to the Staff Accountant for review and entry into MIP.
2. **Donations:** When Aspire receives cash donations at the school site, the schools will deposit the money into the site's checking accounts. In addition, the Office Manager is required to input the deposit information in the online General Ledger Tool and provide the necessary backup for the deposit to the Staff Accountant.
3. **Afterschool Fees:** Depending on the payment schedule, deposits of after school fees are made at least monthly. The Office Manager is responsible for inputting the deposit information into the online School Ledgers. A copy of the deposit slip confirmation is uploaded upon entry. These funds are tracked in resource code 0028.

D. POSTING OF CASH RECEIPTS

The Assistant Controller receives the cash receipt log and supporting check copies from the Staff Accountant. The Staff Accountant logs into MIP, and then selects the cash receipts module from the toolbar. A new cash receipt (CR) session number is created. The CR session number is written on the cash receipt log for reference in the event that someone would like to look up the cash receipts in the general ledger. The checks are used for information as well.

1. School Site Deposits

a) **Donations:** *When a school site receives cash donations, they deposit the funds into their site account.*

- (1) The Office Manager is responsible for writing the acknowledgement letters to the donors.
- (2) After the donations are deposited, the Office Manager will enter the deposit information into the online School Ledgers and forward a copy of the deposit slip and backup to the Staff Accountant for review.
- (3) The data is downloaded from the online Site Ledger tool and then imported in the accounting system.
- (4) The Staff Accountant reviews the entry and prints an unposted entry record for Assistant Controller.
- (5) The Assistant Controller reviews the entry for accuracy and cash flow.
- (6) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

b) **Mealtime:** *The Staff Accountant uses the Mealtime end of day reports along with the deposit slip confirmation to entry the cash receipts into MIP.*

- (1) The Staff Accountant enters the cash receipt entry and prints an unposted entry record for Assistant Controller to review.
- (2) Assistant Controller reviews the entry for accuracy and cash flow.
- (3) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

c) **After School Fees:** *When a school site receives after school fees from parents, they deposit the funds into their site account.*

- (1) The Office Manager is responsible for writing a receipt to all parents.
- (2) After the fees are deposited, the Office Manager will enter the deposit information into the online School Ledgers and upload a copy of the deposit slip and backup.
- (3) The Staff Accountant verifies the information at the time of monthly bank reconciliation.

2. **Mealtime Online:** When parents choose to remit after school fees through Mealtime, Mealtime deposits the funds into the site account. The Staff Accountant will enter the deposit information into the online School Ledgers and upload ACH Transfer Report.

- (1) The after school fees follow the same MIP import process as the site donations.

E. REVIEW CASH RECEIPTS

The Assistant Controller and Staff Accountant reviews the cash receipts via the A/R ledger to make sure that all cash receipts are posted correctly. Also, the A/R accounts are reconciled on a monthly basis. If there is a discrepancy in the cash receipts, the Staff Accountant will verify the source (the check) to make sure that the cash was posted correctly.

II. School Site Deposit Process

A. PURPOSE

The purpose of this document is to provide details to school based staff on how to make and record a deposit.

B. OVERVIEW

The information in the schedule below displays common coding that will be used throughout the year for adding deposits to the site ledger. If there is any cash collected that is not included in the items below please contact the Staff Accountant at Home Office.

Object Code	Resource	Description	Fee
8699	0000	Other Local Revenue	Year Book Apparel Sale Fundraiser Bake Sale Book Fair Field Trip Uniform Sale Sports Fees Athletic Concessions Grad Ticket Choir Before School Care Summer Child Care Science Camp Prom
8699	0028	Other Local Revenue	After School Program
8615	0000	Donations	Cash Donations
8650	0000	Leases and Rental	Renting out of facilities

Officer Managers should also be aware of the following issues that are common to site ledger posting:

1. Donations vs. Fundraisers – donations are cash collected for services received without performing a service or exchanging an item of equal value (in the case of deposits only cash donations apply). On the other hand, during fundraisers items are exchanged or sold, or services are performed. For example, a car wash fundraiser services are exchanged for cash to raise funds. A bake sale is an example of fundraiser in which items of value (food) are exchanged for cash funds. Please make sure to code all donations to object 8615 and fundraising cash received to object 8699.
2. In the case that an expense previously paid out is refunded, the check refund will be coded to the same account as the expense. For example, the refund of a phone bill balance would be coded to expense object 5902 (Phone Expense) rather than object

8699. Please for money collected for apparel purchases code to object 8699. This has been commonly confused with object 4301. A sale is revenue and should not be coded as refund of an expense.

3. Mealtime should **ALWAYS** be deposited to the main Aspire bank account. However, if mealtime is deposited to a site account **IN ERROR**, please code the deposit to resource 5310 and object 8634.

Procedure for adding a deposit to the site ledger:

The below summary explains the documentation that will be used by Office Managers to keep records of deposits that will be uploaded into the site ledger and forwarded to the Home Office. The deposit summary template can be found on MyAspire under the [Accounting teammate resources link](#) and in the School Site Ledger section. Please note that Office Managers do not need to send copies of the checks deposited to the Home Office, but will only need to keep for their internal financial records. Copies of the checks or a check listing should be kept at the school.

Note: For MealTime deposits deposited to a site account in **ERROR**, sites should submit the “Mealtime Reconciliation” worksheet with the bank receipt attached to the front and/or a Desktop Deposit confirmation.

Deposit Documentation:

Retain at Site	Send to Home Office
A copy of your completed Deposit Summary with bank receipt or Desktop Deposit confirmation sheet attached	Original or copy of Deposit Summary with bank receipt or Desktop Deposit confirmation (for online deposits) sheet attached
Copy of deposit ticket	
Copies of all checks or a check listing	
Check stubs removed from checks. (not typical for personal checks, but if you receive a check from a business it may contain a stub with information about the payment)	

Deposit Summary Header:

Enter your school name. The date field is pre-populated with a formula for the current date.

Deposit Breakdown:

This section is used to identify the types of revenue being deposited. Finance will use this information to ensure the revenue is posted correctly in the accounting system. The most common types of deposits are listed on the template. If you need to add something not listed, just key over one of the "Other:" descriptions. The total amount listed in the "Deposit Breakdown" should agree with the total cash AND checks deposited equal the deposit amount displayed on the bank receipt.

Deposit Receipt: The Deposit Receipt will be provided to you by the bank at the time of the deposit. This should be added to the deposit summary sheet when scanned and saved for records.

Checks: Enter the number of checks in the deposit and the total value of the checks on the corresponding lines.

Cash Count:

Enter the number of each type of coin or bill and the formulas will calculate the totals. All deposits containing cash require two people to verify the cash balance and sign the Deposit Summary prior to deposit.

Balance Check:

The feature verifies the total listed in the Deposit Breakdown sections equals the total of cash and checks in the deposit. If the totals agree, "Balanced" will be displayed. If the totals do not agree, "Out of Balance" will be displayed and you should find the discrepancy before depositing the funds.

Adding Deposits to the Site Ledger:

1. After completing the deposit, login to the schools to the online site ledger tool by clicking the MyAspire application with a "piggy bank" called School Ledger.
2. Once logged on to the site ledger, select ledgers at the top of the menu screen and then Click "**Add New Ledger Entry**"
3. Enter the deposit information in the highlighted cells below
 - Type – Deposit for all deposits
 - Description – Type an applicable description (ie after school program, prom, donation...)
 - Resource Code – Typically 0000, however use 0028 for after school fees

4. Object – Use 8615 for donations. Most often cash received will be coded to 8699 (see page 1 for coding reference) *Notes: Please add notes for any nuances that finance needs to be aware of.
5. To upload deposit information Click on “choose files”. Now search for the file on your computer and select to upload.
5. Once the deposit information is input in the ledger click “Submit”
6. Once the deposit is entered it will show up in the monthly ledger based on the deposit date input

*Note: If your deposit does not show up or you have questions of coding items such as expense refunds, contact the Staff Accountant for further guidance.

Expense & Account Payable

I. Payroll

Effective controls and segregation of duties are essential throughout HR/payroll function. Aspire uses the JobVite system for recruiting and making offers to candidates, and Ultimate Software’s Ultipro software for HR onboarding and payroll. Payroll processing is in house. The Controller oversees the payroll function.

The payroll system is designed to provide the basic information necessary to:

- Calculate payrolls, including gross pay, federal, state, and local income tax withholdings, social security and medicare (FICA) taxes, and other payroll deductions such as employee contributions to health and retirement benefits, in line with federal, state and local compliance regulations.
- Compute and make timely payroll tax deposits.
- Record payroll liabilities and expenses on the general ledger.
- Prepare quarterly and annual payroll tax returns.

For specific Aspire policies relating to the employment, benefits, payroll, overtime, time off and leaves of absence, safety and security and separation of employment, refer to the respective Employee Handbook for California.

A. ROLES AND RESPONSIBILITIES

The HR department handles and performs all personnel-related activities except payroll. Employee payroll files are kept separate from employee personnel files. The Payroll team and Controller have access to the payroll files and the HR department has access to the personnel files. The HR manager is responsible for compliance on HR-related matters and the Controller has ultimate responsibility for compliance on payroll-related matters. HR does all hiring where pay rates, titles and positions are set and approved. The hiring manager, regional financial analysts and the Director of Finance approve all new positions within the Board approved budget. Principals, Directors and the Aspire Senior Leadership Teams are authorized to hire staff, which requires HR final approval to ensure that relevant screenings and background checks have occurred before an employee starts work.

B. PAYROLL FREQUENCY

Aspire processes payroll semi-monthly, on the 15th and last day of each month. In the event that the 15th and/or last day of a month falls on a non-business day, payroll will be processed on the earlier preceding business day to the 15th or last day.

- **Exempt employees** – paid from 1st-15th on 15th of month and 16th-last day of month on last day of month
- **Non-exempt employee** – paid from 9th-24th on last day of month and 25th-8th on 15th of month

C. NEW HIRES AND STATUS CHANGES

New hire information flows from the JobVite recruiting system into the Ultipro system. HR reviews the information entered, adds and edits new data fields as applicable (e.g. job title, wage rate etc) and reviews to ensure accuracy. Approval workflows within the Ultipro pass each new hire to the financial analyst team and Director of Finance to confirm positions are approved per the respective school site, regional or home office budget. The employee is only 'hired' and established once screenings and background checks have been verified. New hire information packet is passed to the payroll team to review data entry and to set up pay group, retirement deductions and W-4/direct deposit information if not already captured. Benefits are selected by employees using the bswift system and each payroll a bswift file is generated by the provider for importing benefit deductions into payroll.

Status changes are entered by employee supervisors or HR. Approval workflows within Ultipro pass status changes through HR, Finance and Payroll before changes are made accurately and approved. Any benefit updates related to a status change are entered into bswift and passed via the semi-monthly bswift file. All changes in an employee's status must be properly documented. Change in working hours/days or pay rate will require a revised letter of employment or status change form, signed by the School Leader and the employee. These changes must be reported on a timely basis to HR.

All new employees have to complete a series of forms to evidence their eligibility to work in the United States, elect benefit options and to define the number of exemptions and other data for income tax withholding purposes (W-4). This information is captured by JobVite, Ultipro and in forms and is used by the HR and Payroll departments to set up the new employee in the HR and payroll systems and to register them for their benefits. These forms for all new employees should be collected by HR by the end of the employee's first working day.

W-4 and direct deposit information is maintained within Ultipro and employees go into Ultipro if they need to update.

D. [TIMESHEET PREPARATION AND APPROVAL](#)

Non-exempt/hourly employees have access to enter their time in one of two ways, clock in/clock out of time clock devices, or by entering time directly into Ultimate WorkForceManagement (WFM) each pay period. Supervisors must review and approve time worked and meal break periods. After each pay period end, the Senior Payroll Specialists review for unsubmitted or unapproved timesheets and chase with supervisors and Office Managers/Business Managers. Once complete, timesheet data is extracted from Ultimate WFM for non-exempt/hourly employees to create an import file for upload into Ultipro. The extracted data contains the hours charged by each employee to each site code and job code, and are broken down by regular time, overtime, double time, PTO, sick, jury and bereavement time.

Exempt employees do not complete timesheets and use Ultimate WFM for time off requests. Time off requests (PTO, sick, unpaid, bereavement, jury duty) are performed in Ultimate WFM and are initiated by the employee and authorized by the employee's supervisor. Time off data is extracted from Ultimate WFM for salaried/exempt employees to create an import file for upload into Ultipro. This is generated every pay period.

E. ADDITIONAL PAY

Each year, additional pay for specific additional duties are reviewed and approved by the Chief People Officer and Chief Financial Officer. Additional pay is initiated by the Regional site leaders or hiring manager and authorized in line with the authorization thresholds established within the fiscal control policies and approved by the Board of Directors. Amounts are entered into the Additional Pay Tool. The finance analysts and Director of Finance review to ensure amounts are in line with applicable school site, regional or home office budget.

Each pay period an electronic file is extracted from the Additional Pay Tool showing the approved additional pay amounts to be paid within the upcoming payroll to specific employees. Once reviewed by the payroll team, this is uploaded into Ultipro. The file includes the employee number, site code and additional pay amount.

Bonuses and annual COLA adjustments are approved by the Board of Directors before being imported into payroll. The Director of Finance calculates bonus/COLA amounts and the Controller reviews the calculations before amounts are imported into payroll.

F. RETIREMENT

Aspire participates in the CalSTRS and CalPERS retirement systems. Aspire also offers a 403(b) plan to CA employees who are not able to participate in the state retirement programs. In addition Aspire offers a separate 403(b) plan for employees of CA who would like to save more for retirement than the CalSTRS and CalPERS programs.

Upon hire, a change in status and in line with the payroll calendar and deadlines, the payroll/retirement team will review an employee's job role, job location, job hours and prior state retirement plan membership to determine which retirement system an employee should be placed into. The Retirement Manager looks up the employee within the relevant retirement system to confirm prior membership and applicable plan set up, and the Senior Payroll Specialists set up the relevant retirement payroll deduction in Ultipro. The Retirement Manager also runs a monthly audit report to validate correct plan set up prior to payroll processing.

Each pay period after the payroll has been transmitted and the pay period closed, the payroll/retirement team transmit 403(b) payments to the provider based upon the payroll register. Yearly annual employer match contributions are calculated by the third party provider PolyComp and are funded to participant accounts. The Controller reviews and approves the payments.

Each month, the payroll/retirement team processes payments and monthly reporting to CalSTRS, CalPERS and TCRS, based upon published deadlines. An internally generated

reporting tool extracts data from Ultipro and puts in a format for reporting for CalSTRS and LACOE reporting. CalPERS and TCRS data is reviewed before submitting by the Payroll Manager/Director of Retirement.

G. PAYROLL PROCESS

The processing of the payroll involves a series of tasks necessary to ensure that employees are properly compensated and that the applicable federal, state and local withholdings are deducted from gross wages. Additionally, detailed records must be maintained to support tax deposits.

The payroll process begins with having each employee established in Ultipro. Most employees are paid on a salary basis, thus payroll processing consists largely of entering pay-change information. Some employees are paid on an hourly basis.

The HR department enters approved pay changes and benefits changes into Ultipro. After all data is entered, approved and imports uploaded, prior to transmittal, one of the Senior Payroll Specialist runs a Calculated Check Register and the payroll team reviews each other's data entry. The Calculated Check Register is used to validate that all timesheet data, prorated calculations and other pay/benefit changes have been processed correctly. The Payroll Manager runs a series of control reports to validate the accuracy of the payroll and to ensure no terminated employees are paid. Once this review is complete, the Controller reviews and approves the report before the payroll team finalize the payroll. Once all data has been verified, checks/direct deposit vouchers are printed. Checks are sent to the sites for distribution to employees by principals/office managers on pay day, and the Controller uploads the ACH payroll files to the bank for direct deposit payments, ensuring first that the payment file total agrees to the register for each pay group.

Vacation (PTO) is accrued through Ultipro on a semi-monthly basis for all eligible employees. An employee is eligible if they meet certain criteria (i.e. full-time employee, or benefit eligible employee) and Ultipro recognizes these criteria from the initial information entered into the system by HR. Ultipro automatically calculates vacation accrual for all eligible employees. PTO policies are set out in the Employee Handbook.

Each employee is required to submit a time off/sick leave request electronically using Replicon, prior to taking vacation. The employee will submit this to his/her supervisor/principal for approval who will also approve in Replicon. The Senior Payroll Specialist will look up whether the employee has enough available hours for the

request and will contact the supervisor if not. Employees are not allowed to use hours in advance.

At year end, the payroll team reconciles the W-2 total payroll wages to the payroll registers, which tie to the G/L accounts. Along with the monthly reviews, quarterly reconciliations are also performed by the Payroll team and reviewed by the Controller as the DE9, 941 tax returns are prepared, as needed.

H. PAYROLL TAX FILING AND PAYMENTS

Returns and payments for payroll withholding tax, social security/medicare, SUI and state and local taxes and unemployment will be prepared by the payroll team, in accordance with guidelines established by federal, state and local authorities, and reviewed by the Payroll Manager and Controller. The payroll team will file these returns and make payment on behalf of Aspire - both of which are reviewed by the Payroll Manager or Controller. The Controller will ensure that all returns are reviewed and that they have been submitted to the respective authorities.

I. PAYROLL RECONCILIATIONS AND REVIEWS

After payroll is processed, the Staff Accountant or Assistant Controller exports the payroll data from Ultipro to format for upload to MIP. The Staff Accountant/Assistant Controller converts data for accounting purposes. The full P&L account string in Aspire’s chart of accounts is:

Site	-	Fund	-	Resource	-	Goal	-	Object	-	Function
xxx		xx		Xxxx		Xx		xxxx		Xx

The Controller is mostly concerned with collecting, recording, and reconciling data for two significant code strings: site and object codes. The financial analyst is responsible for the resource coding. The Controller reviews and approves the journal entry to ensure it balances to the payroll detail before posting. The Staff Accountant or Assistant Controller do not have access to process or modify the payroll run. Each month payroll and retirement balance sheet reconciliations are prepared by the Staff

Accountant/Assistant Controller and reviewed by the Assistant Controller/Controller to ensure segregation of duty.

II. Procurement

A. ALLOWABILITY

Aspire Public Schools purchases only those goods and services that are reasonable, necessary, and allowable for the organization to achieve its mission or other approved purposeful need. Consideration for procurement must align with the principles outlined in [CFR 200.420-475](#). With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors.

Purchases paid with federal grants will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#), except where Aspire’s policy is more conservative. Purchases of \$5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

In accordance with California [EC Section 35168](#), each school site will establish and maintain a historical inventory which will contain the description, name, identification numbers, and original cost of all items of equipment whose market value exceeds \$500 per item, the date of acquisition, location of use and time and mode of disposal.

B. RELATED PARTY TRANSACTIONS

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools’ Conflict of Interest Policy. Any purchases that are paid through federal grants must follow the conflicts of interest requirements per [Uniform Guidance 2 CFR 200.118](#).

C. CONTRACT GOODS AND SERVICES

All contracts and contracting processes must adhere to *California Public Contract Code (PCC)* sections 20110-20118. In accordance with *PCC* 20110 – 20118.4, Aspire will competitively bid and award any contracts involving an expenditure of more than \$99,100, to the lowest, responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to

the school district.

2. Services that are not construction services.
3. Repairs, including maintenance as defined in *PCC* Section 20115, that are not public projects as defined in *PCC* Section 22002(c).

The State Superintendent is required to annually adjust the threshold according to inflation, in which case, Aspire Public Schools will adjust its policies accordingly.

For public projects, such as construction or reconstruction of publicly owned facilities, the bid threshold is \$15,000.

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

D. NON CONTRACT GOODS AND SERVICES

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

III. Procurement for Purchases with Federal Funds

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#) and California *Public Contract Code (PCC)* Section 20110 – 20118 except where Aspire’s policies are more conservative. The Uniform Guidance methods of procurement are focused on reducing the risk of waste, fraud, and abuse. It requires internal controls of how federal award money is used and requires Aspire to follow documented procurement procedures that reflect applicable state and local laws. This guidance also focuses on increased competition and transparency in the procurement process.

Sites will keep an inventory list per [CFR 200.313](#) and [EC Section 35168](#) for any items

purchased with federal funds. The inventory list will include the following:

- Description
- Serial number or other identification number
- Source of Funding (including FAIN)
- Title holder
- Acquisition Date
- Cost of Property
- Percentage of Federal participation in the project costs for the Federal award under which the equipment/property was acquired
- Location, use, and condition of the equipment/property
- Date of disposal (if applicable)
- Sale price of equipment/property (if applicable)

For any capital expenditure purchase with a unit cost of \$5,000 or more using federal funds, prior approval must be obtained from the California Department of Education (CDE). The requirement is per item, not the grand total. If an item is priced \$4,999.99 or less before taxes and other fees, no approval is needed from the CDE to make a purchase.

Method:	Purchase Transaction Threshold:	Type of Competitive Action:	Additional Comments:
Micro-Purchase	\$0 - \$3,500 (this threshold was increased from \$3,000 up to \$3,500)	Requires one (1) written quote or proposal from a qualified supplier	No competitive quotes are required if price is reasonable
Small Purchase Procedure	\$3,500 - \$99,099	Requires at least two (2) quotes or proposals from qualified suppliers	Informal purchasing procedures are allowed but price and rate quotes must be obtained (i.e. phone call or web search)
Sealed Bid	\$99,100 – \$150,000	Require three (3) or more public RFP's (managed through Home Office)	Most common for construction projects. Contact finance@aspirepublicschools.org Contract must go to lowest, responsible bidder. (PCC Section 20111)
Competitive Proposal	\$150,000 and greater	Require three (3) or more public RFP's (managed through Home Office)	Required for solicitation and is used when sealed bids are not appropriate. Best practice is to solicit at least 3 qualified sources. Contract must go to lowest, responsible bidder. (PCC Section 20111)

Noncompetitive proposal (sole source)	\$3,500 - \$99,099	Sole-source procurement appropriate when specific criteria are met	Item or service may be available from only one source. Emergency doesn't allow for competitive proposal process. Justification needs to be documented.
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A. SMALL PURCHASE PROCEDURES

For purchases of \$3,500 up to \$150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made. Refer to the [Small Purchase, Sealed Bidding, and Competitive Proposal template](#) for more support.

B. SEALED BIDS AND COMPETITIVE PROPOSALS

For purchases \$150,000 and greater, a formal sealed bid process or competitive proposal process will be followed. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process will be collected and stored and will strictly follow the Uniform Guidance requirements. The bid or contract award will be approved by the Controller, VP of Finance, or CFO. Refer to the [Small Purchase, Sealed Bidding, and Competitive Proposal template](#) for more support.

C. NON COMPETITIVE PROPOSAL (SOLE SOURCE)

Section 200.320 of Uniform Guidance defines the circumstances in which sole source procurements are permitted:

1. The item is only available from a single source
2. The public emergency will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity
4. After solicitation of a number of sources, competition is deemed inadequate

Only one of these circumstances needs to be met for a procurement to qualify

In addition to meeting one of these circumstances the following must also be completed and delivered to the Finance team at finance@aspirepublicschools when Sole Source procurement is utilized:

1. Perform a cost or price analysis to ensure reasonableness
2. Document a history of the process and reasoning behind utilization of this method
3. Document circumstances and rationale for not completing the solicitation

D. SEARCH FOR VENDORS ON THE SYSTEM FOR AWARD MANAGEMENT (SAM)

Before engaging a vendor, a search on the SAM website for the vendor by name, tax identification number, or another characteristic must be completed to make sure the person or entity hasn't been suspended or debarred from performing federally funded work. Vendors on the debarred or suspended list should not be selected for services utilizing federal award money.

Aspire will avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

E. SMALL PURCHASES, SEALED BIDS, AND COMPETITIVE PROPOSAL DOCUMENTATION TEMPLATE

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#) except where Aspire's policies are more conservative.

F. SMALL PURCHASE PROCEDURES

For purchases of \$3,500 up to \$150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made.

G. SEALED BIDS PROCEDURES

For purchases \$150,000 and greater related to construction, a formal sealed bid process will be followed where possible. This process will be completed and managed by the Home Office Facilities team. Documentation of the process should be made following Part 1 and Part 2 below.

H. COMPETITIVE PROPOSALS

For purchases \$150,000 and greater where a sealed bid process is not used, competitive proposal process will be followed where possible. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process should be made following Part 1 and Part 2 below.

Part 1: Summary of Sealed Bids or Competitive Proposals:

Department/Region/School	
Project	
Date	
Item(s)	
Cost for Entire Contract	
Federal Resource	
Application/ Allowable use	
Vendor Selection (Document Process)	
Vendor status on the <u>System for Award Management (SAM)</u>	

Part 2: Received Bids

1. Attach bid/quote from selected vendor (ideally using provided RFP form)
2. Attach alternative bids/quotes from three (3) suppliers when possible

3. If purchasing goods or services from a certain vendor without competition, justification for lack of competition must be submitted (e.g. for “sole source” suppliers explain why the product or service is unique and how other similar goods or services cannot perform the same objective)

IV. Independent Contractors

The purpose of this section is 1) to ensure that individuals are appropriately classified as an independent contractor, and 2) to clarify the process and forms required in the event an independent contractor performs work for Aspire Public Schools. Aspire pays independent contractors for their services. Unlike regular employees, no taxes or voluntary deductions are withheld from independent contractor payments.

A. FACTORS TO DETERMINE IF SOMEONE SHOULD BE CONSIDERED AN INDEPENDENT CONTRACTOR - ABC TEST

To show that a worker is an independent contractor, the hiring entity has the burden to establish each of the following elements:

(A) That the worker is free from the control and direction of the hirer in connection with the performance of the work, both under the contract for the performance of such work and in fact;

(B) That the worker performs work that is outside the usual course of the hiring entity’s business; and

(C) That the worker is customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for the hiring entity.

NOTE: if the independent contractor doesn’t meet the ABC test, please proceed to speak with [HR](#) about hiring them as an employee.

For additional guidance, please refer to the **10 Golden Rules re Independent Contractors 2019** below and contact HR:

1. Don’t engage a former employee as an Independent Contractor

2. Don't engage an Independent Contractor who recently was an employee anywhere else
3. Don't be an Independent Contractor's first customer
4. Don't engage an Independent Contractor to perform the same work as employees
5. Don't prohibit an Independent Contractor from working for other companies
6. Don't provide training to an Independent Contractor
7. Don't attempt to control how, where, or when work is performed
8. Don't provide tools or equipment
9. Don't reimburse for business expenses
10. Be careful converting an Independent Contractor to an employee

B. INDEPENDENT CONTRACTOR PROCESS AND FORMS

1. Once Contractor status has been met, appropriately authorized employees should complete the Independent Contractor Agreement template. The Contractor will need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.
2. The Signed Agreement, W-9, TB & DOJ forms should be forwarded to both contracts@aspirepublicschools.org and the Director of Employee Services for review and approval, **prior to the Contractor beginning work.**
3. The contracts team will coordinate with HR to ensure the contractor is TB/DOJ cleared. The contracts team will also review the contract with the Financial Analysts team to confirm approval of the budget amount of the contract.
4. Once approved, the Independent Contractor Agreement will be signed based on Purchasing Approval limits within the fiscal control policy document, and will be added into the COUPA purchasing system.

PLEASE NOTE, CONTRACTORS WITHOUT THE APPROPRIATE DOCUMENTS OR CLEARANCES WILL BE SENT HOME TO HELP ENSURE THE SAFETY OF OUR STUDENTS, STAFF, AND TO PROTECT THE ORGANIZATION.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice their site contact. Invoices should be approved and coded and uploaded directly into COUPA.

To terminate an agreement prior to the completion of the project, please see the Termination Letter Template on MyAspire.

Independent Contractor Forms (accessible on MyAspire)

Form	What is this used for?	Document
Independent Contractor Agreement	<p>Agreement needs to be completed for Independent Contractors unless an MOU is in place.</p> <p>Signing Authority: Please review the total amount of the contract and follow Aspire's guidelines to determine who can sign on behalf of Aspire. All authorized signatures should be Principal or Director level and above.</p>	<p>Independent Contractor Agreement.pdf</p> <p>Independent Contractor Agreement Fillable Form.pdf</p>
W-9	<p>All independent contractors need to complete a W-9 Tax Form.</p>	<p>Form W-9.pdf</p>
DOJ	<p>All independent contractors who will be working at school sites are required to receive DOJ clearance prior to beginning work. Locations of Live Scan facilities can be found here: http://ag.ca.gov/fingerprints/publications/contact.php.</p> <p>Independent Contractors should write "Contractor" on the application form. The cost of fingerprinting will not be reimbursed by Aspire Public Schools.</p> <p>To determine whether or not Clearance has been received, please contact HR.</p>	<p>Live Scan Application.pdf</p>
TB	<p>All independent contractors who will be working at school sites are required to provide proof of a Negative TB (PPD) result. Aspire will not reimburse Independent Contractor for this cost.</p>	
System Access	<p>Independent contractors often need access to Aspire's data systems in order to do their work. To ensure that our data is kept secure and confidential, this form should be completed by independent contractors and returned to the technology team as part of a request for system access.</p> <p>The completed form can either be attached to a help ticket or emailed to the technology team member responding to the request for access.</p>	<p>Data Access Form.pdf</p> <p>Aspire Data Access and Use Agreement.docx</p>
Termination of Agreement	<p>You may use this template if you choose to end an Independent Contractor Agreement prior to the completion</p>	<p>Contract Term Letter.docx</p>

	of the project. No document needed to end agreement if work has been completed as described in the Agreement.	
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V. Credit Cards

A. CREDIT CARD PURCHASES

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards should not be used to bypass established purchasing procedures, including advanced approval processes. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below is a list of credit policies for card holders to closely follow:

- The credit card is to be used for pre-approved business purposes only

- Credit card limits will be established based upon role and responsibilities and will not exceed \$10,000.
- If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor, and approved by the Controller or CFO.
- No personal items should be charged to Aspire issued credit cards.
- When using a credit card for internet purposes, cardholders should ensure that the website uses secure socket layer encryption (where website addresses start with https:).
- Cardholders shall not assign someone else the use of a credit card.
- Cardholders are personally responsible for settling any dispute over any purchase from a vendor.
- Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.
- Continual violation of credit card policies may result in cards being canceled.
- Cardholders should plan activities and submit travel and purchase order requests early enough to use the regular Coupa purchasing system rather than the credit card.
- Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

- Complete credit card reconciliation (statement review).
- Provide copies of corresponding receipts within stated deadline to online site. Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).
- Maintain original receipts and send to Finance team employee upon request.
- When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.
- When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.
- Follow-up on any erroneous charges, returns, or adjustment to ensure proper credit is given on a timely basis.
- If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

VI. Invoice Approval & Processing

Aspire Public Schools invoice approvals are mostly automatically generated by the purchasing system (Coupa) approval chains, which are driven by the Home Office and School Site/Regional Approval Matrices identified in the section regarding Authorized Approvers and Authorization Limits. Other invoice approvals are done manually via signature or email. Invoice approvals are completed prior to recording the invoice in the accounting system and subsequent payment.

Aspire Public Schools, whenever practical, shall pay invoices within 30 days of their issuance, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30 days may be put on a payment plan, allowing a monthly payment agreeable to both the organization and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor.

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Accounts Payable Accountant who shall ensure timely payment or the development of payment plans to be approved by the CFO. The Accounts Payable Accountant also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount, payable description, and account. Payments of invoices shall be processed weekly. All purchases in excess of \$250,000 shall be approved by the Board of Directors. All invoices will be approved by the CEO, CFO, Department Head, or appropriate School Leader prior to payment. No payment will be made without a properly approved invoice or other supporting documentation. All contracts that equal or exceed \$250,000 shall be approved by the Board of Directors.

VII. Cash Disbursements & Wire Transfers

The following internal controls are in place for disbursements:

- Pre-numbered checks and special check protective paper
- Match disbursement records against accounts payable / open invoice files
- Bank statements reconciled to cash accounts and any outstanding checks verified
- Separation of duties to the extent possible for an organization of Aspire Public Schools' size
- The CEO, CFO, and COO are designated as check signers.
- The CEO, CFO, Director of Finance, and Controller are authorized administrators on the Wells Fargo CEO Portal to manage electronic banking

- Blank checks will be held at Aspire Public Schools and locked in a cabinet or safe. Check signers will not have access to the cabinet or safe.
- Voided checks shall be retained to ensure proper maintenance of checking account records

A. DISBURSEMENT PROCEDURES

Aspire utilizes Wells Fargo Payment Manager Software to process their checks. Wells Fargo must be provided with the appropriate information in order to write the checks on the Aspire's behalf. The software extracts the check batch to be processed from MIP, and uploads the batch for CFO or Controller approval. The CFO or Controller review the individual items and details in the payment batch prior to releasing the batch to Wells Fargo for processing.

The CFO or Controller examines the batch as compared to their AP aging detail to ensure that the items being paid are in accordance with their approval. If there are items that need to be removed/added/edited, the CFO or Controller returns the batch to AP team at which they will modify the batch. The batch then is resubmitted, and the cycle starts over.

Once the batch is approved by the CFO or Controller in whole, the custom software transmits the necessary data to Wells Fargo for payment, and the batch is posted by AP in MIP.

If physical checks need to be printed, they are created by the AP team, and given to the CEO, COO, or CFO for verification, approval, and signature.

Authorized signers of checks are CEO, COO, or CFO. The checks are given back to the AP team to be mailed. The voucher package is filed by vendor in filing cabinets.

The AP team handles the transmission of the positive pay data to ensure that Wells Fargo honors all manual checks processed in office. The mailing of checks by AP is not deemed a significant risk as the bank will only process those checks that are listed on the positive pay file. Positive pay data submission is not necessary to be done by the AP team for checks processed by Wells Fargo because it is already done automatically when the file is submitted.

Payment Manager processing through the Wells Fargo Link (custom software application) is our main processing method for checks and ACH payments related to AP expenses or AP vendor payments. The CFO and Controller are the only authorized individuals at Aspire to have access to log in to the Wells Fargo Link, thus, mitigating

risks relating to unauthorized transmittal. In addition, the software does not modify data from MIP or add to data already in MIP. The batch must be processed on same terms as other payments that would be printed on site.

On occasion, the CEO, CFO, and Controller have access and may process an ACH payment batch through SAFE Transmission on the Wells Fargo CEO Portal. Payment files are created through text files generated from MIP by the AP team and then reviewed by the CFO, Controller, or Director of Finance prior to processing. CNOTE confirmations are directed to the team from the CEO portal after a successful transmission has been processed.

B. WIRE TRANSFERS

Intra-company transfers (fund transfers between Aspire Public Schools owned bank accounts) can be executed by the CEO, CFO or Controller as necessary to make Funds available in the operating accounts.

Wire transfers out of Aspire Public Schools accounts to Vendors require standard purchase documentation (e.g., either contracts, or Purchase Orders, Invoices and Payment Approvals) and must be initiated by the Staff Accountant or Assistant Controller and approved Controller, Director of Finance, CEO, or CFO.

The Accounts Payable team takes the following steps before processing wires:

- Confirms with the vendor, routing numbers and account numbers on file.
- Confirms that all vendor email addresses do not contain any misspellings, and do contain any inconsistent company domains (i.e. – different company domains as compared to vendor name)

A phone verification should always be conducted if a vendor requests to change banking information on file.

VIII. Check Requests

A. PURPOSE

Aspire's check request policy covers both Coupa and Non-Coupa requests. The purpose of Aspire Public Schools' check request policy is to:

- Clearly assert what constitutes as an emergency check
- Ensure that check requests are being entered with the correct information
- Ensure that submitters are allowing enough time for AP to process checks

There are two methods of how to submit a check request, with appropriate documentation, through our COUPA system or via email. All check requests are

expected to be entered in a timely manner, giving both supervisors and the accounting team enough time to review and process requests. Requestors should submit the request at least one week prior to the date it is needed. Check requests not submitted

with at least one week lead-time from the due date, may not be processed by the date requested.

Check requests are reviewed on a daily basis by the Accounts Payable team. Delivery of the signed check may be delayed due to holidays, Home Office Closures, or in cases where a check signer is not available. Once all necessary approvers have reviewed and approved your report, it will go to the Accounts Payable team for processing. Check requests will be sent to the requester or the vendor, depending on the submitter's request. Delays in check request processing can occur when budget owners fail to review and approve the request in a timely manner. It may be necessary to follow up with budgets owners in approval chain to ensure timely approval.

B. PAYMENTS ELIGIBLE FOR CHECK REQUESTS

Aspire Public Schools will process requests that have been made for urgent payments. Examples of what would qualify as an urgent check request includes: deposits for retreat venue or construction project, payments for field trips where a check must be presented to enter, and unforeseen repairs. Please be advised that delinquent invoices do not qualify a check request and should be submitted through the regular invoice process in Coupa. Below are specific guidelines for what is required for a check request to be processed in a timely manner.

C. SUBMITTING A CHECK REQUEST

The following guidelines must be followed to avoid delay in processing and issuing of check requests:

COUPA USERS – Existing Vendor

- When submitting the check request, you must select your reason for the check request, using the drop down.
- Submit a date for when check is needed. Reminder to give at least 7 business days for processing, start to finish. (Of course, AP realizes there are special circumstances, so reach out to AP for guidance on requests need sooner)
- Select where the check should be sent.
- Enter Vendor name as it appears in COUPA.
- New Vendor selection should always read NO
- Use additional comments for any payment or delivery requests made by the vendor.
- Be sure to select the appropriate object code as well as entering exact amount needed for payment.
- Be sure to attach backup needed for request. This is going to be a document provided by the vendor showing items or services to be rendered, the amount being charged, the date, the vendor name should also be present on the document.

- o If the backup is not detailed and shows little information concerning what payment is for, the request will automatically be rejected. Please be advised that this needs to be on the backup itself. If it is only written in the description it will still be seen as insufficient.
- Forward ACH Form (Direct Deposit) to vendor for review and submission.
 - o This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.
- Documents attached should be in PDF or JPEG format.

COUPA USERS – New Vendor

- Same information required as above.
- New Vendor selection should always read YES
- Include an attachment with Vendor W-9 (without it, your request will be rejected automatically)
- Forward ACH Form (Direct Deposit) to vendor for review and submission.
 - o This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.

ACH FORM

- ACH Forms can be found in the MyAspire Page under Teammate Resources and Accounting.

D. PAYMENTS INELIGIBLE FOR CHECK REQUESTS

Check Requests are reserved for payments needed by the vendor to complete a service or order in a short time. If services timelines or delivery of orders are not affected, then the check request is not an emergency. If the payment is not due for another 7 business days then the request does not constitute as an emergency check request. In both these cases, payments must be submitted through COUPA invoices process. Invoices that have been entered and approved by both supervisors and AP, are processed and paid every week, Thursday.

Check Request Best Practices

Due to the time and effort it takes for a check request to be completed, we recommend working with vendors and suppliers to have an invoice created to be submitted through Coupa for payment, rather than processing check requests. Because

we are able to send ACH payments, the time it takes for a vendor to receive payment has been dramatically reduced. Please be sure to offer this.

IX. Petty Cash

A. OVERVIEW FOR PETTY CASH

- Each Aspire Public Schools school site is allowed to have up to \$200 in Petty cash for day-to-day purchasing needs of less than \$25 per purchase.
- Petty cash can be reimbursed from the Home Office as quickly as a monthly basis upon receipt of the school ledger and receipts. Otherwise, reimbursements will be done as reported by the schools.
- Petty cash is to be controlled by the Office Manager or Business Manager of the school site.

- Each school site with petty cash must report a ledger with receipts at least once per year.
- Each site should have a petty cash box (with a lock) and a receipt book. The Home Office will send each school site a petty cash ledger (spreadsheet).

B. USE OF PETTY CASH

Petty cash should be used to purchase items such as:

- Emergency stamps
- COD package
- Pizza for a group of teachers/staff who help you get ready for an evening event, etc.
- Large pizza purchases are not permitted
- Treats, such as donuts or coffee, for parents or staff for support of an event

C. HOW TO MANAGE PETTY CASH

In order to use petty cash you need:

- A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
- Signature of person receiving funds acknowledging receipt of money.

- The reason for the reimbursement listed on the paper.
- Your signature authorizing the transaction.
- A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original petty cash Ledger and receipts are due to the AP Team at the Home Office

D. HOW TO REPLENISH PETTY CASH

Petty Cash can be replenished by sending the following documents to Home Office AP Team:

- Petty Cash Ledger
- Receipts attached paper
- Petty Cash Count sheet with signatures verifying accuracy

Once the AP team receives all the necessary information, a paper check will be issued to the school site where it can be cashed and then added back to the petty cash box that is locked up.

X. Employee Expense Reimbursement

A. PURPOSE

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources
- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

B. EXPENSES ELIGIBLE FOR REIMBURSEMENT

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

C. EXPENSES INELIGIBLE FOR REIMBURSEMENT

Aspire must adhere to certain guidelines as set forth by the California Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Gift cards (amounts should be paid by Aspire Public Schools Foundation)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance
- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees
- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a \$1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of \$1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

D. SUBMITTING AN EXPENSE REIMBURSEMENT

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above \$25, and items \$25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

E. Mileage

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (Effective 7/1/2024: 67. cents per mile). The trip must be reasonable and necessary and approved by an employee’s supervisor. Mileage must be submitted in the following format as displayed in the line item description: “Home Office to Monarch”; or “CV Regional office to CHA”.

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

F. Air Travel

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed \$50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

California Air Travel: In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California. The following limits will be in effect for round trip flights between these regions (based upon making a reservation at least 14 days in advance of departure):

- SF Bay Area--Los Angeles - \$ 425
- Sacramento--Los Angeles - \$ 425

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking, and include the rationale and justification for amounts exceeding the limits above (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed without appropriate approval and justification ahead of time.

G. Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools' corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the [Enterprise Corporate booking site is here](#). Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent "mid-size" models or lower and not exceed \$75 per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor
- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

H. Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling
- Public transportation used instead of taxis when traveling out of town
- Train Fares

I. Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

Bay Area Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Bayside Hotel / Best Western	1717 Embarcadero, Oakland, CA 94606	510-356-2450	See Google Doc HERE
Executive Inn	1755 Embarcadero, Oakland, CA 94606	510-536-6633	See Google Doc HERE
Courtyard Oakland	1001 Broadway, Oakland, CA 94607	510-451-4000	See Google Doc HERE

Central Valley Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Holiday Inn Express	5045 S State Highway 99 E Frontage, Stockton, CA 95215	209-946-1234	See Google Doc HERE
Hilton Stockton	2323 Grand Canal Blvd. Stockton, CA 95207	209-957-9090	See Google Doc HERE

Los Angeles Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Embassy Suites	8425 Firestone Blvd, Downey, CA 90241	562-861-1900	See Google Doc HERE
Millennium Hotels	506 S Grand Ave, Los Angeles, CA 90071	213-612-1511	See Google Doc HERE
Crown Plaza	6121 E Telegraph Rd, Commerce, CA 90040	323-728-3600	

For other hotels/lodging, use the current GSA per diem lodging rates below as a guide (rate per night excluding taxes). Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking, and include the rationale and justification for amounts exceeding the limits above (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed without appropriate approval and justification ahead of time.

- Bay Area: \$275
 - Central Valley: Sacramento: \$255
 - Central Valley: Stockton/Modesto: \$240
 - Los Angeles: \$265
-
- Any lodging stay outside of that stated above must be approved by the employee's supervisor (written consent to be attached with receipts).
 - Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
 - The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.
 - When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
 - Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
 - Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

J. Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance

at the theater, sporting events, etc. Food will be paid for by Aspire Public Schools and any excessive entertainment charges will be paid for from the Aspire Public Schools Foundation.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire's maximum daily reimbursement of \$80:

- Breakfast (6:30 am – 11 am) \$15 including tip
- Lunch (11:30 am – 4:30 pm) \$25 including tip
- Dinner (5 pm – 9 pm) \$40 including tip

It is not acceptable to purchase one meal for one person at the daily maximum of \$80.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.
- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

K. [Teachers' Classroom Expenses](#)

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

XIALCOHOL POLICY

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved in advance by C-level management and paid for with private, unrestricted philanthropy held by the Aspire Foundation. Only offsite Aspire-sponsored events may include alcohol consumption paid for with Foundation funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.

All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol. Food will be paid for by Aspire Public Schools and alcohol and any excessive meeting charges will be paid for from the Aspire Public Schools Foundation.

Risk Management

Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions to consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks to 2 per person
- Encourage designating a driver and offer transportation options such as taxi or ride-sharing
- Include some language in the agenda about responsible drinking
- Serve food with any alcohol

XII. Moving Expense Reimbursement Policy

Aspire may reimburse an employee for moving expenses to assist a new employee with reasonable costs incurred in moving household goods and personal effects as the result of an accepted offer of employment. Reimbursement is limited to the cost of travel to the new Aspire location/area for the individual and immediate members of the family/household.

“Reasonable Costs” includes those costs or expenses that are necessary under the circumstances of a particular move, i.e., a move from the old to the new residence must be made via a conventional mode of transportation using the shortest and most direct route available and in the shortest period of time normally required to travel such a distance. Meals and food costs are not reimbursable.

Maximum moving expense reimbursement:

- Move from East Coast or Internationally to California: \$4,000
- Move from Midwest to California: \$2,500
- Move in California to/ from Bay Area or Central Valley and Los Angeles: \$1,000

The specific amount available for reimbursement will be determined based on the beginning location and the location of employment.

Paid receipts must be submitted to Accounting via an expense report with 60 days of initial employment to be considered reimbursable. Any receipts submitted after this period are not eligible for reimbursement. Reimbursements for moving expenses are not taxable.

The CFO must authorize the moving expense reimbursement and must be confirmed in advance of offering to the new employee.

Asset Management

I. Bank Statements & Reconciliations

A. BANK RECONCILIATIONS

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old from the end of a given fiscal year. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old from the end of a given fiscal year. Unclaimed payroll checks are reported on an annual basis.

II. Cash Management

Aspire Public Schools cash management procedures will adhere to 2 CFR 200.302.

A. CASH MONITORING

Day to day monitoring of cash balances within Aspire's bank accounts is managed by the Assistant Controller and overseen by the Controller and CFO. The main day to day operational bank accounts of Aspire for receipts and payments include:

- Wells Fargo California Checking account
- Umpqua California account (deposits only)

In addition, each school site has at least one bank account for specific school site receipts and payments (refer to school site ledger section).

On at least a weekly basis, the staff accountant or Assistant Controller prepares a summary cash position for the main bank accounts together with any cash balances within Government Money Market Funds and Treasury Bills (refer to Investment Policy Statement section). Based upon the cash projection for the week and month, including the timing of accounts payable, payroll and receipts, the Assistant Controller will recommend amounts to move to or from the Wells Fargo California Checking account. This is reviewed by the Controller, and if approved, cash transfers will be initiated and approved from within the Well Fargo CEO portal or Umpqua banking portal. Wire transfers are initiated within Umpqua by the staff accountant and approved and released by the Controller, Director of Finance or CFO. Cash transfers to or from the Government Money Market Funds are executed by the Controller, Director of Finance or CFO upon approval by the CFO. The Government Money Market Funds are accessed through the Wells Fargo CEO portal and cash transfers are restricted to only flow to and from the Wells Fargo California checking account.

Refer to the following sections for more specific cash receipts and payment processes:

- Cash Receipts & Deposits
- School Site Deposit Process
- Invoice Approval & Processing
- Cash Disbursements & Wire Transfers
- Petty Cash

B. BANK SIGNATORIES

The CEO, CFO and COO are authorized bank signatories. Limits of authority are set out in the Authorized Approvers & Authorization Limits section within the fiscal control policies.

C. ONLINE BANK ACCESS

Access to the Wells Fargo CEO and Umpqua portals is controlled by the Controller, Director of Finance and CFO. No other roles have access to administration. All transactions within the Wells Fargo CEO and Umpqua portals (with the exception of Government Money Market Fund transfers) require dual custody, meaning that no one individual can enter and approve a transaction or add/edit services to a user profile without the review and approval of another. Access to the Government Money Market Fund transfers is restricted to the CFO, Controller and Director of Finance.

D. Federal Cash Management & Interest Remittance

In accordance with 2 CFR 200.305, Aspire Public Schools will appropriately calculate, report, and remit interest earned on unspent federal advances. Aspire Public Schools will calculate the interest earned based on average daily or average monthly cash balances, report the result of the calculations, and remit interest earned on federal advances to CDE promptly, but at least annually. Aspire will review unspent Federal cash balances, and report any interest earned in excess of \$500 back to CDE. Any interest owed will be transmitted back to CDE on a quarterly basis.

Federal funds will be pooled with non-federal funds in Aspire's physical bank account. Interest owed will be calculated in the following manner:

- Aspire will reasonably determine the federal portion of total earned interest for the period.
- Aspire will apply applicable interest rates to the reporting period's average daily federal cash balances
 - If the combined federal cash available under this approach is negative for any day during the period, Aspire will record the average daily federal cash balance as zero to avoid reducing or offsetting federal interest earnings
- Since non-federal funds will be pooled with federal funds, Aspire may reduce the daily federal cash balances by the corresponding proportionate share of required cash match for each program.
 - For example, if federal program Title XYZ has a 20 percent match requirement and Aspire accounts for the non-federal match in the Title XYZ federal program resource code, then the 20 percent proportionate share of match may be excluded from the calculated daily and average daily balances.

III. Investment Policy

A. SCOPE

This policy applies to those state and private funds of Aspire Public Schools that may be used for any purpose and are defined by an unrestricted resource code under the general ledger chart of accounts. It also applies to restricted private donor funds which are not limited from investing (hereinafter "Cash"). Cash *excludes* all 2015 and 2016 Bond proceeds, which are not investable. The purpose of this policy is to set forth guidelines for the investment of the Cash. This policy also defines how decisions

regarding the management and investment of Cash shall be made.

B. ROLES AND RESPONSIBILITIES

Aspire Public Schools' Board of Directors has delegated the authority to invest or reinvest Cash of Aspire, and to manage Aspire's investments, to the Chief Financial Officer ("CFO"). The CFO or Controller shall be responsible for communicating this policy to brokers and investment advisory firms. The CFO or Controller shall also be responsible for executing transactions, authorizing specific investment instruments and managing liquidity in accordance with this policy. The Board of Directors shall not approve the purchase or sale of specific investments and shall not make decisions regarding the management of Aspire's investments. The CFO or Controller will be responsible for reporting the investment performance, account balance and asset allocation to the Board of Directors at least quarterly in conjunction with the Board of Directors' review of financial statements. Such report shall include information necessary for the Board of Directors to review the investment portfolio, review the practices and procedures of the CFO, and review whether the investments comply with the Investment Policy Statement and whether Aspire has adequate funds to meet its obligations. The Controller is also responsible for monitoring the available Cash to be invested. This will be done by calculating quarterly the funds received by the state or private donors that is restricted by purpose, and in the case of private donor funds is also restricted from investing (hereinafter "Restricted Cash"). The Restricted Cash balance will be maintained in the Aspire checking accounts over the course of the following quarter, and adjusted for any significant Restricted Cash received or expended. Any additional money will be treated as Cash available to invest.

C. INVESTMENT PHILOSOPHY

This policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment. Goals of investment instruments are in priority order:

1. Protect and Preserve Principal – minimize the probability of a loss of principal value.
2. Provide appropriate level of liquidity for Aspire's cash needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that the other investments can be readily converted into cash if necessary
3. Earn a suitable amount of interest income considering the objectives of preserving principal, liquidity and prevailing market conditions.

In order to achieve these objectives the portfolio will approximately match the anticipated cash needs.

D. INVESTMENT PORTFOLIOS

Aspire Public School's Cash and investments are grouped into two categories: Operating Cash and Core Cash.

General Maturity Parameters:

1. Operating Cash:
 - Provides short-term liquidity for day-to-day operating needs. The maximum maturity of any security shall not exceed 1 month. The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days.
2. Core Cash:
 - Provides a buffer of short-term liquid securities, readily convertible to cash. The maximum maturity of any security shall not exceed 1 year and the weighted-average portfolio maturity shall not exceed 9 months. The core cash portfolio will represent the remainder of cash not invested in the Operating Cash Portfolio.

E. DIVERSIFICATION PARAMETERS

It is the policy of Aspire Public Schools to maintain appropriate asset diversification. To adhere to this policy the investments shall be diversified by:

1. Limiting investments to overconcentration in securities from a specific issuer or business sector (excluding U.S. Treasuries/Securities)
2. Limiting investments in securities that have higher credit risk
3. Investing in securities with varying maturities
4. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations

F. ELIGIBLE INVESTMENTS

The following is a list of authorized security types. However, a particular investment being listed as authorized is necessary but not sufficient criterion to make it an appropriate investment. Each individual investment should be assessed within the context of the current market environment to determine if it adheres to policy objectives:

1. U.S. Treasury Obligations
2. U.S. Agencies and Government Sponsored Enterprises
3. Government Money Market Funds

G. INVESTMENT ALLOCATION MATRIX

Investment Type	Quality Criteria	Maturity Limit	Asset Class Limits	Issuer Limits	Eligible Investment Portfolio
U.S. Treasury Obligations	Full Faith and Credit of U.S.	Up to 12 Months	100% of Portfolio	Unlimited	Operating, Core
U.S. Agencies and Government Sponsored Enterprises	S&P >= AA-/A-1+ Moody's >= Aa3/P-1 Fitch >= AA-/F1+	Up to 12 Months	100% of Portfolio	Up to 40% of Portfolio	Operating, Core
Government Money Market Funds	S&P >= AAAM Moody's >= Aaa-mf Fitch >= AAAMmf	N/A	100% of Portfolio	50% of Portfolio and up to 3% of Money Market Fund assets	Operating, Core

Should any of the investments become out of variance based on the tolerance levels or limits noted above, timely communication will be made to the CFO in order to resolve the discrepancy.

H. DELEGATION AND AUTHORIZATION

Authority to manage Aspire Public School's investment program is delegated to the CFO, who shall be responsible for managing all investment transactions and may delegate ministerial functions, such as initiating investment transactions approved by the CFO, to qualified Aspire staff. The titles of individuals currently fulfilling the following positions are authorized to initiate transactions on behalf of Aspire Public Schools: CFO, Controller and Director of Finance.

I. ADVISOR – BROKER RELATIONSHIP

The CFO shall choose investment advisory firms and brokers involved in Aspire Public Schools' investment program after reviewing options presented by the Controller. The Controller shall administer the program and maintain relationships with advisory and brokerage firms. Such firms shall work through the Controller for managing individual investment vehicles and communicating with Aspire Public Schools.

J. INVESTMENT POLICY EXCEPTION

All exceptions to this policy will require approval by the CFO.

Exceptions may include the following circumstances:

1. A permitted security will have a minimum of two of the three required ratings from Standard & Poor's, Moody's or Fitch. If a purchased security falls below the minimum rating requirement, the security will be reviewed by the CFO.
2. A security with a single rating may be purchased if it meets the minimum ratings criteria. Securities with two or more ratings are acceptable if at least one rating meets the minimum ratings criteria set forth herein.
3. Security and portfolio allocation limits will be determined at the time of purchase. If an asset class surpasses the appropriate allocation limit due to changes in the overall portfolio, the CFO shall be notified and will review the portfolio to determine if any course of action is necessary.

K. OPERATING COVENANTS CONSIDERATION

It is the intention of Aspire Public Schools to comply with both its banking and annual 2015 and 2016 bond covenants. The implementation of this investment policy will consider the impact of those covenants and any future covenants before an investment transaction is authorized.

L. INVESTMENT POLICY REVIEW

The CFO will regularly review and modify the terms of this Investment Policy Statement as the CFO deems necessary. Prior to any changes being implemented, the CFO shall present this Investment Policy Statement to the Board of Directors for review. The CFO shall present this Investment Policy Statement to the Board of Directors for review at least annually. The Board of Directors shall review the Investment Policy Statement and recommendations of the CFO on revisions to it, but shall not take any action or direct the CFO to take any action with regard to Aspire's investment policies, or otherwise formulate or approve any of Aspire's investment policies.

M. INVESTMENT POLICY APPROVAL

The Investment Policy Statement was reviewed and most recently approved by the Aspire Public Schools CFO on June 12, 2018, and reviewed by the Board of Directors on June 21, 2018.

OPERATING PROCEDURE REGARDING INVESTMENTS

This is a supplemental page on operational procedures for our investment policy is not a part of the policy:

1. On a weekly basis, the Assistant Controller prepares a Cash analysis of all cash held in CA checking accounts as well as the balances in the Securities account.
2. In the cash analysis, there will be three checks for compliance in regards to the policy:
 - a. To ensure we meet our Restricted Cash balance requirement
 - b. To ensure we meet our Operating Cash balance requirement
 - c. To ensure we meet the issuer limits requirement for each of our investments
3. Restricted Cash Balance Requirement: Restricted Cash is identified by using specific resource codes under the general ledger chart of accounts. On a quarterly basis (3/31, 6/30, 9/30, 12/31), a trial balance of all cash and investment codes is analyzed to identify all positive Restricted Cash balances (sometimes a restricted resource code can be negative, or overspent, due to timing in receipt of funds). The total amount of

all the positive Restricted Cash codes at the end of a given quarter will be the amount of cash we must maintain within our checking accounts for the upcoming quarter. Unless there are significant Restricted Cash funds received or expended during a quarter, we will not modify the Restricted Cash balance to be maintained during the quarter.

- a. Due to changes of cash flow during each quarter, cash balances in checking accounts will be analyzed on a weekly basis to ensure we meet our Restrict Cash balance requirement for the quarter. Funds will be moved to and from the investment and checking accounts to ensure compliance.
4. Operating Cash Requirement: The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days. We must keep sufficient liquidity to meet this requirement. Cash in our checking account combined with securities maturing over the next 30 days will used to calculate Operating Cash.
 5. In order to maximize the available Cash to be invested, the Finance team must ensure it is spending Restricted Cash throughout the course of a year (Historically, we have waited until year end to spend certain funding). The Assistant Controller and Director of Finance are responsible for coordinating the spending of Restricted Funds throughout the year.
 - a. EPA and SB 740 Funding are examples of two types of Restricted Cash resources that we need to begin allocating expenses for throughout the year
 - b. Resource 7338 (College Readiness Grant) and Resource 6264 (Educator Effectiveness Grant) will be spent down throughout FY17/18.

IV. School Site Ledgers

A. SCHOOL SITE CHECKING ACCOUNTS

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than \$250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the [Online School Ledgers](#).

Deposits: Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The [Deposits Summary Sheet](#) must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire’s main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the [NSF Check Letter](#).

Check Payments: Check payments are limited to \$250 per check. Writing multiple checks to pay for expenses greater than \$250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

Online School Ledgers: Within 5 business days of the transactions, [Online School Ledgers](#) must be updated with applicable documents uploaded. Coding and procedures are available [here](#).

V. Nutrition Application Collections & Payment Procedures

A. APPLICATIONS & ELIGIBILITY

1. The school distributes an application with “Food Service Policy” to all households. Every household is encouraged to return it to designated school personnel as soon as possible within the first week of school.

2. School personnel verify that applications are complete and send completed applications to Aspire FS main office **same day** of receipt from a household.

3. The Aspire FSA determines the eligibility of students by inputting data from the completed household Free and Reduced applications into Mealtime Applications Software which has the state's 2017-2018 eligibility scale. The Aspire FS sends notifications of eligibility the appropriate households and ensure that eligibility is reflected in the school's MealTime system.

4. The Aspire FSA selects the required number of households to verify income and sends "Names of Selection for Verification" to the school, and mail notifications to the appropriate household. If a household does not respond within a week of verification deadline, the school personnel contact the household and documents that contact. The school sends all household responses and documented contacts to the Aspire FS before the verification deadline.

a) *If household has responded before the deadline*, the Aspire FSA sends a "Notification of Eligibility" to the household and ensures that eligibility is reflected in the school's MealTime system.

b) *If the household does not respond before the deadline*, the Aspire FSA sends a "Notification of Denied Benefits" to the household and ensures that the school's MealTime system reflects a "paid" eligibility for all students from the household. If the unresponsive household wishes to re-apply, the Aspire FS requires any **new application to be accompanied with the documentation requested during the verification time period.**

B. PAYMENTS/CHARGES

1. Payments are collected in the school front office by the Office Manager/Assistant, Cafeteria Manager, or online. Payments can be made by students or parents on a daily, weekly, or monthly basis. Notification is given via phone or mail to accounts that have hit their charge limit, so identification is not made in the service line. Each student is allowed to charge up to 3 meals. Once a student accumulates 3 charged meals on an account, the Paid student can no longer be served without prepayment. Billing Statements will go out once a week. If payments are continually late, charging privileges are terminated and prepayment is required.

2. The money received is counted by the cafeteria manager daily. At the end of each week the office manager deposits the money into the bank. All records are sent

to a home office. The home office accounting department reconciles the deposited money.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NOTE: The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability. – U.S. Department of Agriculture Letter, May 24, 2013

VI. Fixed Assets

A. PURPOSE AND OVERVIEW

Aspire Public Schools utilizes Sage FAS Depreciation 2017.1 accounting software to record, track, and report on all fixed assets. All fixed assets will be tagged, recorded, tracked, and reported by the Accountant at the Home Office in Oakland. Examples of fixed assets include but are not limited to: land, buildings, vehicles, equipment, and furniture. Having a tracking system such as Sage FAS Depreciation benefits Aspire Public Schools because it:

- Provides Aspire with a system to value, track, and report items with significant value for accounting purposes. It helps also in meeting State and Federal Account requirements.
- Assists in providing useful information for Risk Management/Insurance purposes.
- Easy use in identifying assets and yearly inventory processes.

B. DEFINITION

Aspire Public Schools defines a fixed asset as an item, tangible in nature, with a per unit value of \$5,000 or greater, and having a useful life in excess of one year. Fixed assets are acquired by purchase, through construction, or donation. One exception to the per unit value rule is furniture and equipment. Bulk furniture (Object code 9443) and equipment (Object code 9444) purchases greater than \$5,000 should be capitalized as its useful life is typically around 7 years or greater.

The use of fixed asset is synonymous with the term capital asset.

C. ACQUISITION

Typically, transactions that become fixed assets are initiated by a purchaser (who requests a purchase through a PO) and authorized by a principal or a manager. The asset goes through the AP process and is posted into the general ledger. Other projects initiated by the school sites or Facility Manager can be capitalized as well as long as it meets the per unit value requirement of \$5,000. It is not uncommon for Aspire to receive an asset donation and in this situation the asset will be recorded

with a journal entry by the Accountant at the Home Office. Donated fixed assets to the organization will require a letter or other documentation stating specific details such as value and description of the particular asset. Routinely, the Accountant reviews all general ledger transactions for items coded to the fixed asset accounts and items that may be miscoded to an expense account. The Accountant also meets regularly with the Facilities Manager to discuss updates on projects ongoing at school sites (Refer to the “Fixed Assets Additions-Disposals” job aide for more details on procedures for acquisitions of assets).

D. TRACKING OF FIXED ASSETS

The Accountant at the Home Office is responsible for ensuring all fixed assets are tagged, recorded, tracked, and reported on. Routinely, the Accountant reviews the general ledger to identify fixed assets. Once an asset has been identified, the owner of the PO for the asset purchase will be contacted and notified that the asset will need to be tagged.

Within the Sage FAS Depreciation module, the Accountant is responsible for creating an active asset in the system and entering all applicable information. Typical information to be entered in the new asset created should be:

- Aspire Inventory tag number
- Acquisition date
- Description
- Account codes (Asset and accumulated depreciation account codes)
- Location
- Vendor/manufacturer
- Serial number (if applicable)
- Site/department
- Invoice number
- Quantity and total cost
- Useful life of asset

E. TAGGING FIXED ASSETS

Tagging of a fixed asset will be facilitated by the Accountant. If the Accountant is not available to tag an asset, the tagging should be done by an IT member or School Administrator. Tags will be provided by the Accountant and a photo of the tagged item

should be sent to the Accountant if he/she is not present in the tagging of the asset. A tag should be placed on the item(s) within two weeks of the acquisition.

Tags are used to more closely identify the asset and are very important to its proper disposal or transfer. Not every asset that is recorded is given an asset tag.

Examples of assets that are not to be tagged:

- Building/leasehold improvements
- Software
- Other intangible assets (land)

Examples of assets that are to be tagged:

- Computer equipment (servers, wireless networking equip.)
- Furniture
- Other equipment (storage containers, telephone systems, projectors)

It is critical for assets to be tagged properly so the tag will stay on for life of the asset. If tags do become detached or unreadable for any reason, the Accountant at the Home Office should be notified immediately and the tagged to then replaced with a new one.

It is the responsibility of the Accountant to meet annually with IT Regional Managers to review computer hardware and software related items. The purpose of this meeting is to receive a current status on all equipment to make sure disposals or transfer occur on timely basis.

F. DEPRECIATION

Depreciation calculations shall be executed in the Sage FAS Depreciation system once a month by the Accountant during the month-end closing process. The Accountant then prepares the entry into MIP (Accounting system) to record the depreciation amounts. Depreciation amounts are calculated based on the total value of the asset and the useful life. They are calculated on the straight-line method. Once all acquisitions for the month have been recorded in FAS system, the Accountant shall run the depreciation.

The useful lives of typical Aspire assets are as follows:

Asset Class	Example:	Useful Life (Years)
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Buildings	Classrooms/Gyms	30
Building Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15
Leasehold Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15 or the remaining life of lease, whichever is shorter
Computer Equipment	Servers and hardware	3-5
Custodial Equipment	Floor scrubbers and polisher	5-10
Outdoor Equipment	Playground equipment, Pumps	10-15
Furniture	Desks, chairs, cabinets, storage, etc	5-7
Computer Software	Admin and Instruction	3-5

G. PROPERTY DISPOSAL

If an item asset reaches its “end-of-useful-life” (as determined by a Director or Principal), the items will be classified as obsolete and disposed of. When an item is determined to be obsolete, it is extremely important to take note of the tag number associated with it. This tag number is to be immediately reported to the Accountant at the Home Office once the asset has been disposed of. If the item does not have a tag number a description of the items being disposed shall be reported the Accountant to determine whether a disposal entry is needed.

There are situations where schools may be leaving a location and moving on to a new one. In these cases, the Accountant will be in close contact with the Office Manager at the schools location on the transfer, disposal, or sale of the schools assets.

H. PHYSICAL INVENTORY

A physical inventory is necessary for accountability and control. It confirms the reliability that can be placed on the fixed asset accounting system by verifying the actual existence of items represented by the fixed asset records. At least annually, the Accountant at the Home Office will be responsible for coordinating an inventory check up with each school site. The schools will need to go through and see that all assets that have been tagged still have a tag and if they see tags that need to be replaced, the Accountant shall provide them with new tags. All information will be reported to the Accountant at the Home Office and all necessary updates will be performed.

I. THEFT OR LOSSES

Upon discover of theft/loss or damage to school property, the campus or department must report to the Controller or Accountant at the Home Office. It is extremely important for a report to be made on the situation so that proper insurance claims can be filed in a timely matter. If applicable, a police report should be made and a copy of that report be submitted to the Controller. The claim shall be filed by the Controller with our insurance company CharterSafe.

VII. Insurance

A. Aspire Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. Directors & Officers Liability
2. Employment Practices Liability
3. Fiduciary Liability
4. General Liability
5. Employee Benefits Liability
6. Educator's Legal Liability
7. Sexual Abuse Liability
8. Law Enforcement Activities Liability
9. Automobile
10. Excess Reinsurance
11. Crime/Employee Dishonesty
12. Property
13. Pollution Liability
14. Terrorism Liability
15. Student Accident
16. Cyber Liability
17. Employers Liability
18. Workers' Compensation

B. The Board of Directors, supported by the Chief Financial Officer and Chief Executive Officer, will periodically review Aspire Public Schools insurance coverage and may add or eliminate policies from time to time.

Aspire Public Schools requires proof of adequate insurance coverage from all prospective contractors.

C. The Chief Financial Officer (CFO) is responsible for procuring annual renewals with Aspire Public Schools' insurance broker. Following communication of relevant budget information, quotes for renewal will be procured by the CFO in advance of a policy's expiration and presented to the Board of Director's for review and approval.

VIII. External Debt & Line of Credit

A. OVERVIEW

Aspire's current debt and borrowings have taken four primary forms to date:

1. Short-term line of credit borrowing (3-6 months)
2. Medium-term working capital borrowing (1-4 years)
3. Long-term notes (5-10 years)
4. Long-term debt (> 20 years)

B. INITIATING & AUTHORIZING

The initiation of new debt differs based on the type of need that is being financed. All new debt regardless of length must be approved by the Board of Directors. This includes the implementation and renewal of a line of credit.

Prior to securing any type of debt on a school site, the applicable charter authorizer must be notified in writing.

The need for short-term working capital is determined by doing monthly cash forecast of inflows and outflows and then securing a line of credit that is sufficient to meet our needs while providing a buffer to allow for delays in inflows or unplanned material outflows. In addition, Aspire manages its cash so that public revenue generated for each specific school is not used for any other school. The Controller and the Assistant Controller work closely with the Financial Analysts to create the cash

projections for each school. If a cash shortfall is anticipated for a school, the Assistant Controller or Controller will present a recommendation with the amount to draw on the line of credit for the CFO to approve. Similarly, based upon the cash projections, the Assistant Controller or Controller will present a recommendation to repay amounts on the line of credit for the CFO to approve.

The initiation of medium-term working capital borrowing is initiated by the CFO upon approval from the Board. The purpose for medium-term borrowing is to provide capital for growth of new schools.

Aspire has used long-term debt to finance facilities. To date, Aspire has issued bonds on six occasions.

1. 2001: Bonds were issued to finance the construction of Aspire Lionel Wilson College Preparatory Academy; these bonds were retired as part of the 2010 bond issue described below
2. 2002: Bonds were issued to finance the construction of Aspire River Oaks Charter School and Aspire Ben Holt College Preparatory Academy; these bonds were retired in 2005 with the proceeds of Certificates of Participation that were issued on our behalf by Lodi Unified School District. In 2015 Aspire paid down the COPs by issuing a new bond (2015 series). This bond also funded the capital expansion for a new school, Aspire Ben Holt Middle School.
3. 2010: Bonds were issued to finance the permanent homes of 10 Aspire schools:
 - a. Aspire Lionel Wilson College Preparatory Academy (refinanced the 2001 bonds as described below)
 - b. Aspire Titan Academy (purchased the facility that was under a long-term lease with PCSD)
 - c. Aspire Junior Collegiate Academy (purchased the facility that was under a long-term lease with PCSD)
 - d. Aspire Alexander Twilight College Preparatory Academy (purchased the facility that was under a long-term lease with PCSD)
 - e. Aspire Alexander Twilight Secondary Academy (opened in 2010)
 - f. Aspire Langston Hughes Academy (opened in 2010)
 - g. Aspire Port City Academy (opened in 2010)
 - h. Aspire Golden State College Preparatory Academy (opened in 2011)
 - i. Aspire East Palo Alto Phoenix Academy (opened in 2011)
 - j. Aspire Pacific Academy (opened in 2010)

4. 2015: Bonds were issued to buyout the Lodi Capital lease and finance the permanent homes of 3 Aspire schools:
 - a. Aspire Ben Holt College Preparatory Academy
 - b. Aspire River Oaks Charter School
 - c. Aspire Benjamin Holt Middle School
5. 2020: Bonds were issued for expansion construction projects at the following schools:
 - a. East Palo Alto Charter School
 - b. Aspire University Charter School
 - c. Aspire Vanguard Preparatory Academy
 - d. Aspire Langston Hughes Academy
 - e. Aspire Port City Academy
 - f. Aspire Alexander Twilight College Preparatory Academy
 - g. Aspire Alexander Twilight Secondary Academy
6. 2021: A Bond was issued for construction of a new site for Aspire Capitol Heights Academy

The 2010 Bonds were refunded in 2016. A new bond was issued in 2016 (Debt is held by College for Certain Inc).

Once the need for long-term financing is identified, the CFO works with a team of lawyers, underwriters, financial advisors and bond trustees to determine whether the financing terms are affordable for the site. Aspire's Board approves all bond-related documents prior to them being signed.

Similarly, the state construction bond programs (Props 47, 55 and 1D) are opportunities for us to finance new facilities. The programs require a detailed application that includes information on the desired area to build, the size of the school and the general demographics in the community where we plan to open the school. The programs are structured such that 50% of the total award amount is in the form of a grant and 50% is paid back to the state over 30 years. All documents are approved by the Aspire Board before signing.

C. RECORDING & PROCESSING

When new debt is incurred, a copy of the loan terms is provided to the Staff Accountant or Assistant Controller to be recorded in MIP. An amortization schedule is created in our monthly reconciliation process to ensure that we are recording the proper balances in the proper categories (e.g. long-term vs. short-term and interest vs. principle). In overview, when debt is taken out, cash is debited and the related debt accounts are credited and vice versa when payments are made.

Payments made on debt take various forms:

- The Charter School Growth Fund payments on \$1M loan will be made on the due dates; interest payments are due annually, and principal payments are due in 2016 & 2017
- Payments on the 2015 and 2016 bond series are withheld from our state apportionment prior to us receiving the funds.
- Prop 47 and 55 interest payments are made on a semi-annual basis and principal payments are made annually.

D. RECONCILING & REPORTING

Each month, our close process ensures that the proper balances are recorded for each debt instrument. This is done by comparing the balances in the short- and long-term accounts against the amortization schedules. The close schedules are prepared by the Assistant Controller and reviewed by the Controller or CFO.

IX. Intra-Organizational Loan Policy

A. BACKGROUND

The Board of Directors of Aspire Public Schools (the “Board”), which operates California charter schools, is committed to safeguarding the organization’s assets and ensuring compliance with all applicable state and federal laws and regulations regarding the use of its funds. To provide an accurate and auditable record of all financial transactions, the books, records, and accounts of Aspire Public Schools and each of its charter schools are maintained in conformity with generally accepted accounting principles (GAAP) as applicable to charter schools. Aspire Public Schools uses accounting methods that track the sources and uses of Aspire’s and each school’s funds and Aspire Public Schools does not commingle, i.e. blend, funds.

Charter schools depend on government funding, and from time to time Aspire Public Schools and its charter schools may experience funding shortfalls, government revenue reductions, unexpected cash flow needs, or funding deferrals that may cause cash shortages. The Board hereby adopts this Policy so that resources can be allocated from within the organization’s charter school network and national office to ensure uninterrupted educational services and to safeguard against funding shortfalls. If a school, national or regional office does not have sufficient funds, Aspire Public Schools may, with Board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the national office and/or a regional office. This type of interfund transaction is referred to herein as an “intra-organizational loan”. The purpose of this Policy is to ensure such loan transactions and balances, and the origin, source and use of the loan funds, are transparent, auditable, accountable and approved in writing.

The use of intra-organizational loans from one charter school to another charter school and/or the national office and/or a regional office operated by the same nonprofit public benefit corporation has been deemed appropriate by the California Fiscal Crisis and Management

Assistance Team (“FCMAT”) in its Charter School Accounting and Best Practices Manual published in 2017: “If a school or central office does not have sufficient funds, the CFO may, with board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the central office. As long as funds are not blended (i.e., as long as their identity, origin and source remain known and identifiable), loans between charter schools and school sites, interfund, interschool, interdepartment, or intra-organization loans, or due-to/from receivable/payable transactions are allowable.” Likewise, according to the legal counsel for the California State Auditor: “a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds.”

B. POLICY STATEMENT

Consistent with FCMAT’s and the State Auditor’s guidance, this Policy permits intra-organizational loans from an Aspire Public Schools charter school that has surplus funds to another Aspire Public Schools charter school and/or the national office and/or a regional office so long as such loans adhere to the procedures set forth herein.

This Policy does not permit any loans to third parties, and does not apply to regular interfund transactions in the ordinary course of business between an Aspire Public Schools school’s account and the Aspire Public Schools operating account, such as for reimbursement of cash disbursements made to vendors on a school’s behalf or payment of payroll and benefits. As set forth in Aspire Public Schools’ fiscal policies and procedures, regular interfund transactions are presented on the financial statements as interfund receivables or interfund payables based on the net account balance. In addition, Aspire Public Schools prohibits commingling funds to such an extent that the funds become blended. For purposes of this policy, blending means that the identity, origin, and source of the funds are lost or unidentifiable.

C. PROCEDURES

The Chief Financial Officer (“CFO”) of Aspire Public Schools or designee shall monitor Aspire Public Schools cash balances regularly. When there may be a need for funds at a school, the national office or a regional office, the CFO should assess the reserve funds available for all charter schools as well as the national and regional offices. If a school, national or regional office does not have sufficient funds, the CFO may seek Board approval to make a temporary intra-organizational loan.

All intra-organizational loans must be approved by the Board or designee and documented pursuant to an Intra-organizational Loan Agreement, which shall identify the “lender” and “borrower” accounts and include such terms as the loan amount, repayment period and repayment method (e.g., monthly or quarterly), and a determination that the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The CFO or designee shall ensure the balance of each intra-organizational loan and the origin, source, and use the funds are clear, open, auditable, and accountable. The CFO shall report to the Board as needed on the financial condition of the borrower and lender accounts, amounts outstanding, and anticipated repayment dates.

Specific protocols:

- A schools shall only be able to loan money to another school, the national office or a regional office, such that it has sufficient unrestricted cash reserves to meet its ongoing operating needs.
- At the beginning of each fiscal year and quarter, the CFO, Director of Finance and Controller shall review each school’s reserve balance and school cash reserve to identify those schools with sufficient cash balance to loan to another school, and those potential schools in need of funds.
- Each intra-organizational receivable and payable account by school, national office or regional office should be reconciled and reviewed monthly by the 15th following the month end close date.
- At the end of the fiscal year, intra-organizational receivable and payables should be reviewed to determine which accounts may be settled. Any intra-organizational receivables and payables not settled by June 30th of any year should be converted to intra-organizational loan agreements that include interest rate, repayment period, repayment frequency and duration. Agreements should be put in place no later than November 30th of each year following the fiscal year end.
- The interest rate included within the intra-organizational loan agreements is based upon the rate of interest a school with excess funds would earn in Aspire’s selected Government Money Market Funds per its Investment Policy. The interest rate will be set at the beginning of each fiscal year and quarter based upon the actual Government Money Market Fund rates.
- Each year, by November 30th any intra-organizational loan agreements and related documents shall be presented and approved by the Board for the preceding fiscal year end.

INTRA-ORGANIZATION LOAN AGREEMENT TEMPLATE

\$_____ (AMOUNT) _____ (DATE)

FOR VALUE RECEIVED, the undersigned, (the "Maker"), hereby promises to pay to the order of _____ (NAME) ("Payee"), the principal sum of \$_____ pursuant to the terms and conditions set forth herein.

PAYMENT OF PRINCIPAL. The principal amount of this intra-organizational agreement (Agreement) and any accrued but unpaid interest shall be due and payable in _____ (NUMBER OF PAYMENTS) (CIRCLE ONE: equal monthly installments / equal quarterly installments / payments as described below) beginning _____ (DATE OF FIRST PAYMENT).

All payments under this Agreement shall be applied first to accrued but unpaid interest, and next to outstanding principal. If not paid sooner, the entire remaining indebtedness (including accrued interest) shall be due and payable on _____ (DATE OF FINAL PAYMENT).

INTEREST. This Agreement shall bear interest at _____ (ANNUAL INTEREST RATE) percent.

PREPAYMENT. The Maker shall have the right at any time and from time to time to prepay this Agreement in whole or in part without premium or penalty.

REMEDIES. No delay or omission on part of the holder of this Agreement in exercising any right hereunder shall operate as a waiver of any such right or of any other right of such holder, nor shall any delay, omission or waiver on any one occasion be deemed a bar to or waiver of the same or any other right on any future occasion. The rights and remedies of the Payee shall be cumulative and may be pursued singly, successively, or together, at the sole discretion of the Payee.

STATE DEFERRAL OF REVENUES. If the Maker's state apportionment revenue is subject to payment deferral by order of statute, then the Maker may defer payment to the Payee with no penalty incurred until the Maker receives said deferred funds.

EVENTS OF ACCELERATION. The occurrence of any of the following shall constitute an Event of Acceleration by Maker under this Agreement:

- (a) Maker's failure to pay any part of the principal or interest as and when due under this Agreement unless due to state deferrals; or
- (b) Maker's becoming insolvent or not paying its debts as they become due.

ACCELERATION. Upon the occurrence of an Event of Acceleration under this Agreement, and in addition to any other rights and remedies that Payee may have, Payee shall have the right, at its sole and exclusive option, to declare the entire remaining amount due under this Agreement to be due and payable immediately.

SUBORDINATION. The Maker's obligations under this promissory Agreement are subordinated to all indebtedness, if any, of Maker, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness.

WAIVERS BY MAKER. All parties to this Agreement, including the Maker and any sureties, endorsers, and guarantors, hereby waive protest, presentment, notice of dishonor, and notice of acceleration of maturity, and agree to continue to remain bound for the payment of

principal, interest and all other sums due under this Agreement, notwithstanding any change or changes by way of release, surrender, exchange, modification or substitution of any security for this Agreement or by way of any extension or extensions of time for the payment of principal and interest; and all such parties waive all and every kind of notice of such change or changes and agree that the same may be made without notice or consent of any of them.

EXPENSES. In the event any payment under this Agreement is not paid when due, the Maker agrees to pay, in addition to the principal and interest hereunder, reasonable attorneys' fees not exceeding a sum equal to 15% of the then outstanding balance owed on the Agreement, plus all other reasonable expenses incurred by the Payee in exercising any of its rights and remedies upon default.

GOVERNING LAW. This Agreement shall be governed by, and construed in accordance with, the laws of the State of California.

SUCCESSORS. All of the foregoing is the promise of Maker and shall bind Maker and Maker's successors, heirs and assigns; provided, however, that Maker may not assign any of its rights or delegate any of its obligations hereunder without the prior written consent of the holder of this Agreement.

IN WITNESS WHEREOF, Maker has executed this promissory Agreement as of the day and year first above written.

Maker: _____ Payee: _____
(Signature) (Signature)

(Maker's NAME) (Payee's NAME)

