



College for Certain



~~Aspire Golden State College Preparatory Academy~~

ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY

CHARTER RENEWAL CHARTER for PETITION

For the term July 1, 2018 through 2026 - June 30, 2023 2031

Submitted August 1, 2025

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

Last Charter Renewal Approved Approval

January 23, 2013 2018

TABLE OF CONTENTS

~~ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY CHARTER:~~	
~~ASSURANCES~~	~~3~~
~~INTRODUCTION~~	~~6~~
~~PETITION ELEMENTS~~	~~9~~
~~ELEMENT 1~~	~~9~~
~~ELEMENT 2~~	~~97~~
~~ELEMENT 3~~	~~107~~
~~ELEMENT 4~~	~~110~~
~~ELEMENT 5~~	~~116~~
~~ELEMENT 6~~	~~120~~
~~ELEMENT 7~~	~~125~~
~~ELEMENT 8~~	~~126~~
~~ELEMENT 9~~	~~130~~
~~ELEMENT 10~~	~~132~~
~~ELEMENT 11~~	~~148~~
~~ELEMENT 12~~	~~149~~
~~ELEMENT 13~~	~~150~~
~~ELEMENT 14~~	~~151~~
~~ELEMENT 15~~	~~154~~
~~CHARTER RELATED ISSUES~~	~~168~~
~~TERM OF CHARTER PETITION~~	~~168~~
~~INTERPRETING THE CHARTER~~	~~168~~
~~DISTRICT IMPACT STATEMENT~~	~~169~~
~~FACILITIES~~	~~169~~
~~ADMINISTRATIVE SERVICES~~	~~169~~
~~POTENTIAL CIVIL LIABILITY EFFECTS~~	~~169~~
~~APPENDIX~~	~~171~~

<u>Affirmations, Declarations, and Assurances</u>	<u>3</u>
<u>Introduction and Overview</u>	<u>8</u>
<u>Charter Renewal Criteria</u>	<u>13</u>
<u>Element 1: Educational Program</u>	<u>37</u>
<u>Element 2: Measurable Pupil Outcomes and</u>	<u>108</u>
<u>Element 3: Method of Measuring Pupil Outcomes</u>	<u>108</u>
<u>Element 4: Governance.....</u>	<u>137</u>
<u>Element 5: Employee Qualifications.....</u>	<u>151</u>
<u>Element 6: Health and Safety.....</u>	<u>191</u>
<u>Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students</u>	<u>203</u>
<u>Element 8: Admissions Policies and Procedures.....</u>	<u>208</u>
<u>Element 9: Independent Financial Audits</u>	<u>214</u>
<u>Element 10: Procedures by Which Pupils Can Be Suspended or Expelled</u>	<u>216</u>
<u>Element 11: Employee Retirement Systems</u>	<u>256</u>
<u>Element 12: Pupil Attendance Alternatives</u>	<u>257</u>
<u>Element 13: Employee Rights of Return</u>	<u>258</u>
<u>Element 14: Dispute Resolution</u>	<u>259</u>
<u>Element 15: Closure Procedures.....</u>	<u>263</u>
<u>Additional Provisions.....</u>	<u>271</u>
<u>Appendix.....</u>	<u>278</u>

Affirmations, Declarations, and Assurances

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

Aspire Golden State College Preparatory Academy ~~Charter Assurances~~

Aspire Golden State College Preparatory Academy ("the ~~(also referred to herein as "Charter School")~~ will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:");

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

~~2. Not charge tuition. (Ed. Code § 47605(d)(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 against any pupil on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.~~ 3. Shall not discriminate against any pupil on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. ~~immigration status. (Ed. Code § 47605(d)(1)-)]~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Assurances

Charter School:

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

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

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

~~4. Shall be subject to conflict of interest and local other laws and regulations that apply to the Charter School pertaining to public officials, including but Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))~~

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

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

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

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

3. ~~For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).~~

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

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

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

7. ~~Meet~~ 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. [Ref. ~~Government Code § 12940~~; Title 5 ~~California Code of Regulations Section CCR §11967.5.1(f)(5)(C)]~~]

8. ~~Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(1)]~~

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

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

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

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

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

14. ~~Comply with the Political Reform Act.~~

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

16. ~~Comply with the Ralph M. Brown Act as applicable.~~
~~Aspire Golden State College Preparatory Academy Charter Renewal Petition (2018-2018) Page 7 of 171~~

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

~~Adhere~~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)

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

Kimi Kean DATE
Bay Area Superintendent
Aspire Public Schools

INTRODUCTION

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

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students' lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire's mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to: 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 Golden State College Preparatory Academy (GSP, or Charter School), located in the Lockwood-Tevis neighborhood of East Oakland. Over 98% of our students graduate and more than two thirds do so meeting college and career readiness standards on the California Dashboard. We are proud to serve the school community that spans grades 6 through 12 and represents the city of Oakland across multiple markers of difference. As a snapshot of our demographics, the below percentages are representative of our student body:

- 95% Socio-Economically Disadvantaged (SED),
- 77% Latina/o/x, 16% Black or African American, <1% Asian American, <1% White
- 26% English learners (ELs),
- 18% students with disabilities (SWD)¹

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

- **Consistency Across Multiple Indicators on the California Dashboard.** For the third consecutive year, GSP has been designated “Middle Tier” within the California Charter Renewal Performance Tier framework.
- **Success on the California Dashboard.** For the 2024 California Dashboard data, we have 3 of 7 metrics coded “Blue”, which is the highest possible category, two categories “Yellow”, which demonstrate growth, one category “Orange” and one category “Red”.
- **ELA Progress in Upper Grades.** Our 2024 ELA CAASPP results demonstrate that the longer students are enrolled at Aspire Golden State Prep, the better they perform in ELA as they advance in grades over time. ELA CAASPP test results reveal that the percentage of our 11th-graders that Met/Exceeded Standard (43.5%) is above OUSD (35.2%), while the percentage of students who did not meet the standard is 24% and 42%, respectively. In comparison to the largest subgroup category that we enroll at GSP (95% socio-economically disadvantaged) our ELA data shows that our 11th graders Met/Exceeded Standard at 43.6% compared to the same subgroup in OUSD (30.7%). Lastly, while there was a dip in ELA performance for the 2024 California Dashboard, both the 2023 ELA (Yellow on CA Dashboard) and the anticipated 2025 ELA data (anticipate Yellow on CA Dashboard) demonstrate strong growth across the school.
- **English Learner Progress.** The 2024 Dashboard shows that Aspire Golden State Prep English learners are advancing towards English language proficiency at a remarkable rate. Aspire GSP achieved a blue color rating for its 58.7% English Learner Progress Indicator (ELPI) rate, which outpaced the average rate for the Oakland Unified School District (39%), and the State (45.7%).² The 2024 rate of 58.7% represents a significant increase from the previous year's rate of 36.9% and our pre-pandemic 2019 rate of 40.7.0%.³ This increase can be attributed to both our designated ELD program and integrated ELD practices across content areas.

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

² California Department of Education. California School Dashboards: 2024. Accessed July 21, 2025.

³ California Department of Education. California School Dashboard: 2024 and 2019. Accessed July 21, 2025.

- **Graduation, College and Career Indicator, and College Matriculation Rates.** Since 2019, GSP's California Dashboard graduation rates have been higher compared to those of OUSD and the state.⁴ The GSP College/Career indicator rate has also increased since 2021. GSP's 2024 College/Career Indicator rate among graduating students (71.2%) is higher than that of OUSD (43.4%) and the State (45.3%), respectively.⁵ This is attributed to college course credits, A-G course offerings, and academic exams. Moreover, in the 2024-2025 school year, based on internal data, the percentage of our high school graduates expected to enroll in a two or four-year college is approximately 70%; 5% enroll in an apprenticeship, while approximately 25% are heading into the workforce straight out of high school. During GSP's last charter term, the Charter School's CCI performance has been better than the averages for OUSD and the State.⁶ Of particular note, Black scholars at GSP significantly outperformed their peers across the state.

The GSP school model centers the following elements of school design, which allows us to better meet the needs of our diverse community of learners:

- **Inclusion Model:** GSP is an inclusion school that welcomes ALL learners. 18% of GSP's student population has an Individual Education Plan. We provide instructional aides, speech-language services, occupational therapy, nursing, behavior health services and mental health therapy for students in need of the additional support. The SPED model is an inclusion model in which students receive push-in services in a classroom setting with all of their peers.
- **Personalized Student Attention:** Oakland families value GSP's small, safe, and tight-knit community. A smaller school size allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs. The number one reason families cite for enrolling their children at GSP is the small school size and safety of the campus.
- **Student School Safety:** GSP scholars report a strong sense of school safety. Our students are surveyed twice a year on a variety of topics such as school safety, sense of belonging, etc., and the results are benchmarked nationally via Panorama Education. Nationally, GSP ranks in the 90th percentile for middle schools and 80th percentile amongst high schools with no disproportionality between racial subgroups when it comes to school safety.
- **School Fit:** Oakland families that choose GSP believe the school is an ideal fit for their children. Our families are surveyed twice a year on a variety of topics such as school safety, school fit, sense of belonging, etc., and the results are benchmarked nationally via Panorama Education. The "school fit" domain includes the following questions:
 - *How much of a sense of belonging does your child feel at their school?*
 - *How well do activities offered at your child's school match their interests?*
 - *At your child's school, how well does the overall approach to discipline work for your child?*
 - *How comfortable is your child in asking for help from school adults?*
 - *Given your child's cultural background, how good a fit is their school?*

⁴ California Department of Education, California School Dashboards: 2024, 2023, and 2019. Accessed July 21, 2025.

⁵ California Department of Education: DataQuest. 2023-24 Four-Year Adjusted Cohort Graduation Rate: Aspire Golden State College Preparatory Academy School Report. Accessed July 21, 2025 from <https://dq.cde.ca.gov/dataquest/dqconsensus/CohRate.aspx?aqlevel=school&year=2023-24&cde=01612590118224>.

⁶ California Department of Education, California School Dashboards: 2024, 2023, 2019, and 2018. Accessed November 26, 2024.

o How well do the teaching styles of your child's teachers match your child's learning style?

o How well do you feel your child's school is preparing them for their next academic year?

Nationally, among schools that participate in the Panorama Education survey, GSP ranks in the 90th percentile amongst all high schools and 80th percentile amongst all middle schools. When compared to schools of 70%+ students that qualify for Free and Reduced Lunch (FRPL), GSP ranks in the 99th percentile amongst all high schools nationally and 90th percentile amongst all middle schools nationally. GSP has seen an 18% increase in positive responses to family perception in this area from January of 2023 to January of 2025, with 73% of Black families and 67% of Hispanic families responding favorably.

- **Student Ownership:** Grounded in a foundation of teaching and practicing cooperative learning structures, self-management skills, and classroom routines, we empower our students to own their academic journey. Students engage in annual cross-curricular exhibition projects, collaborate with their college advisors on dual enrollment and/or to design their postsecondary plans, and enroll in an entrepreneurship career pathway.
- **Data-Driven Decision Making:** GSP implements a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of our middle and high school scholars. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students.
- **Enrichment & Extracurricular Activities:** GSP offers a wide range of enrichment opportunities through its Expanded Learning Program (ELP), designed to support and expand students' interests beyond the classroom. 6th-12th grade school students can explore real-world skills and creative passions through programs such as Driver's Education, Culinary Arts, Fashion Design Club, and Cosmetology. In addition, GSP provides robust STEAM (Science, Technology, Engineering, Arts, and Mathematics) experiences through UC Berkeley student-led engineering classes (B.E.A.M.), STEM-based science courses, and hands-on learning in coding and robotics. For students interested in athletics, GSP offers a variety of competitive sports teams such as basketball, cheer, soccer and volleyball that promote teamwork, discipline, and school spirit. Academic support is also a priority—students have access to tutoring services and SAT preparation through a partnership with Sylvan Learning to help them stay on track and prepare for college success. Students can also take part in our Student Leadership Program, which develops their voice, confidence, and ability to lead within the school community and beyond.
- **Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:** GSP is committed to supporting our students' social and emotional development to be caring and productive citizens by teaching SEL competencies and themes from the RULER curriculum throughout the school day alongside our mental health programming.
- **Advisory Program:** GSP offers a structured time during the school day dedicated to building strong relationships between students and adults, fostering a sense of belonging, and supporting students' academic and social-emotional growth. These sessions typically include activities focused on identity, community building, goal setting, and college/career readiness. Advisory is often designed to ensure that every student has at least one trusted adult on campus who knows them well and advocates for their success.

Aspire Public Schools as a Network of Schools

GSP is part of Aspire Public Schools, a network of non-profit public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our Core Values,

we believe in the power of creating and maintaining learning environments in which students learn *with* community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and liberated future for themselves and their community inspires us into urgent, intentional action each day.

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

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

Charter Renewal Criteria

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

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

The three performance categories are as follows:

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

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

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator was be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

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

Dashboard Performance Renewal Criteria – Middle Performing

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

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and
- Aspire Golden State College Preparatory Academy Charter Renewal Petition (2018-2018) Page 15 of 171

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)).

Most Recent Two Years of Data (2023 and 2024) **Dashboard State and Local Indicators (2023)**

CAASPP ELA and mathematics

For the context of GSP, the CAASPP is available to span middle-high schools in grades 6-8 and 11 only. According to the CDE, “Distance from Standard represents the distance between a student’s score on the Smarter Balanced Assessments and the Standard Met Achievement Level.”⁷ In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

Smarter Balanced Assessment Consortium (“SBAC”) performance results in 2023 show that GSP students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically GSP students performed at significantly higher achievement rates with regard to Distance from Standard (“DFS”) in ELA (GSP -58.5; OUSD comparison school average -107.44) and higher achievement rates in DFS for math (GSP -137.7; OUSD comparison school average -166.80). As a result, in 2023, the CA Dashboard color for ELA was Yellow and Red for math.

Below is a list of comparison district schools within a 7-mile radius of GSP that include grade spans of 6-8 and/or 9-12 and are schools with at least a 70% school population of socio-economically disadvantaged students. This group will be referred to as the local school comparison group.

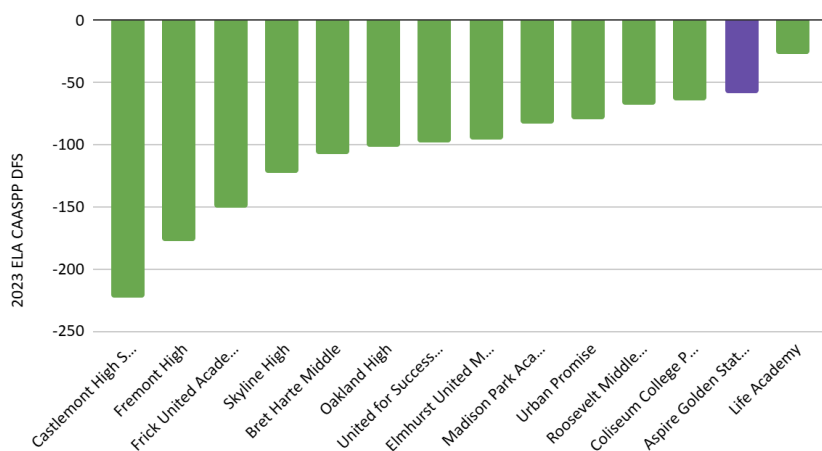
- Bret Harte Middle (6-8)
- Elmhurst United Middle (6-8)
- Frick United Academy of Language Middle (6-8)
- Roosevelt Middle School (6-8)
- United for Success Academy Middle (6-8)

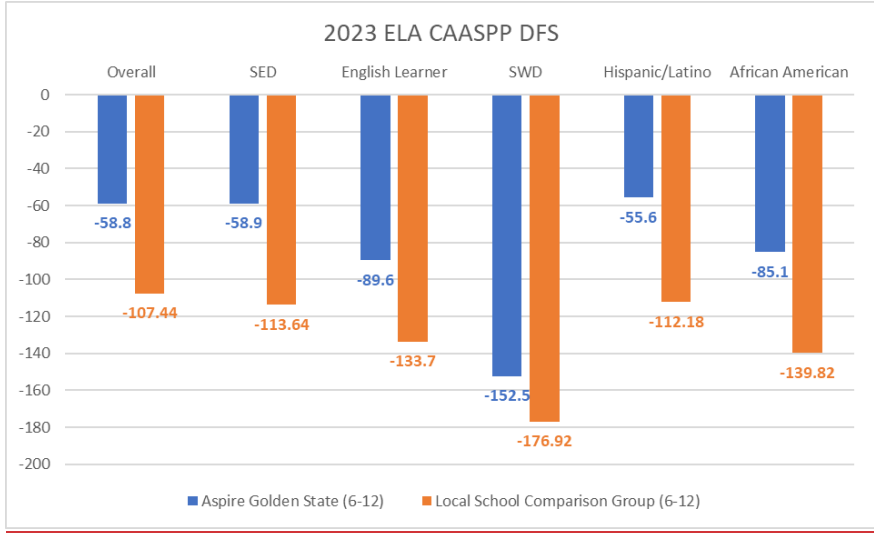
⁷ California Department of Education, California School Dashboard: Academic Indicator, Accessed June 25, 2024 from <https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf>.

- [Urban Promise Academy Middle \(6-8\)](#)
- [Coliseum College Prep Academy \(6-12\)](#)
- [LIFE Academy \(6-12\)](#)
- [Madison Park Academy \(6-12\)](#)
- [Castlemont High \(9-12\)](#)
- [Fremont High \(9-12\)](#)
- [Oakland High \(9-12\)](#)
- [Skyline High \(9-12\)](#)

As an example, below is evidence of how 2023 GSP ELA DFS and Met/Exceeded rates compared to the 13 local comparison schools.

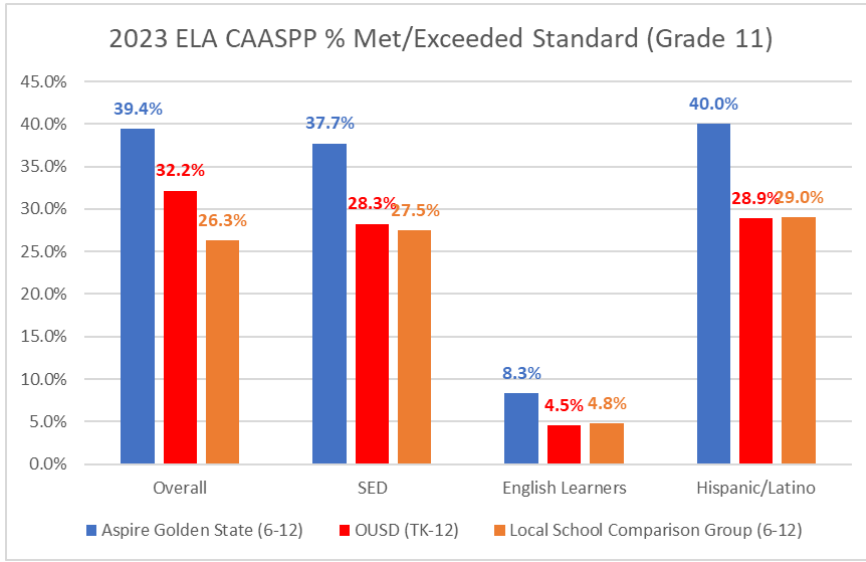
2023 CAASP ELA DFS Comparative Schools





With regards to 2023 ELA CAASPP Met/Exceeded rates, Aspire Golden State’s percentages for 11th graders overall, SED students, and Latina/o/x, are greater than OUSD averages by approximately 10 percentage points or slightly more.⁸ GSP’s 2023 rate for 11th-grade English Learners (8.3%) is nearly double that of OUSD’s (4.5%) and the local comparison schools’ (4.8%).

⁸ California Department of Education. Test Results for California’s Assessments. Accessed October 10, 2024.
~~Aspire Golden State College Preparatory Academy Charter Renewal Petition (2018-2018) Page 18 of 171~~



English Learner Progress Indicator (ELPI)

Since 2018, GSP has shown consistent English Learner Progress growth, with the exception of 2023, when data dipped slightly below 40%. In 2024, which will be addressed below, GSP demonstrated strong growth and performance which ultimately resulted in a Blue designation on the CA Dashboard.

Graduation Rates

GSP's graduation rate as reported on the CA Dashboard, has been higher than those of the local comparison group, OUSD, and the State since 2018 – with the exception of 2022 when GSP's graduation rate dipped below the State rate.

In 2023, GSP's graduation rate rebounded back to 91.3%. The color designation on the California Dashboard for GSP was Green.

College/Career Indicator Rates

Since 2018, GSP's CCI performance has been better than that of the averages for OUSD, the State, and the comparison school set – except in 2023 when performance dipped below the local schools' average. In 2024, which will be addressed below, there is a rebound that is consistent to past performance dating back to 2018 compared to the State rate and local comparison group. In 2023 there was no assigned color on the California Dashboard. Instead schools were given Very Low, Low, Medium, High, Very High designations. GSP was given Medium.

Chronic Absenteeism

While, year over year, GSP's rates have been lower in the last charter term in comparison to the local traditional public school group and OUSD as a whole, the school received an Orange 2023 Dashboard rating for Chronic Absenteeism.

As a result of our efforts to combat pervasive absenteeism, GSP's 2023-24 Chronic Absentee decreased by 10 percentage points from 2022-23.

Dashboard State and Local Indicators (2024)

Dashboard: English Language Arts and Math

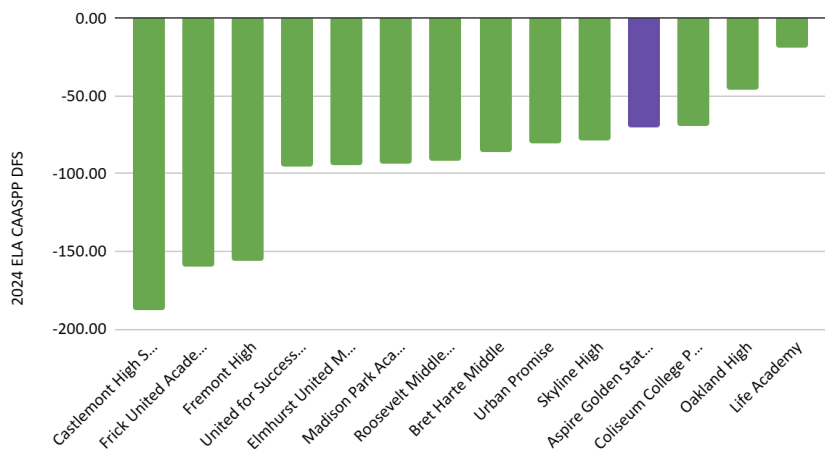
Smarter Balanced Assessment Consortium ("SBAC") performance results in 2024 show that GSP students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically GSP students performed at significantly higher rates with regard to Distance from Standard ("DFS") in ELA (GSP -69.8; OUSD comparison school average -96.81) and slightly higher rates in DFS for math (GSP -144.6; OUSD comparison school average -145.78).

Again, below is a list of comparison district schools within a 7-mile radius of GSP that include grade spans of 6-8 and/or 9-12 and are schools with at least a 70% school population of socio-economically disadvantaged students.

- Bret Harte Middle (6-8)
- Elmhurst United Middle (6-8)
- Frick United Academy of Language Middle (6-8)
- Roosevelt Middle School (6-8)
- United for Success Academy Middle (6-8)
- Urban Promise Academy Middle (6-8)
- Coliseum College Prep Academy (6-12)
- LIFE Academy (6-12)
- Madison Park Academy (6-12)
- Castlemont High (9-12)
- Fremont High (9-12)
- Oakland High (9-12)
- Skyline High (9-12)

As an example, below is evidence of how the 2024 GSP ELA DFS rate compared to the 13 local comparison schools.

2024 CAASP ELA DFS Comparative Schools

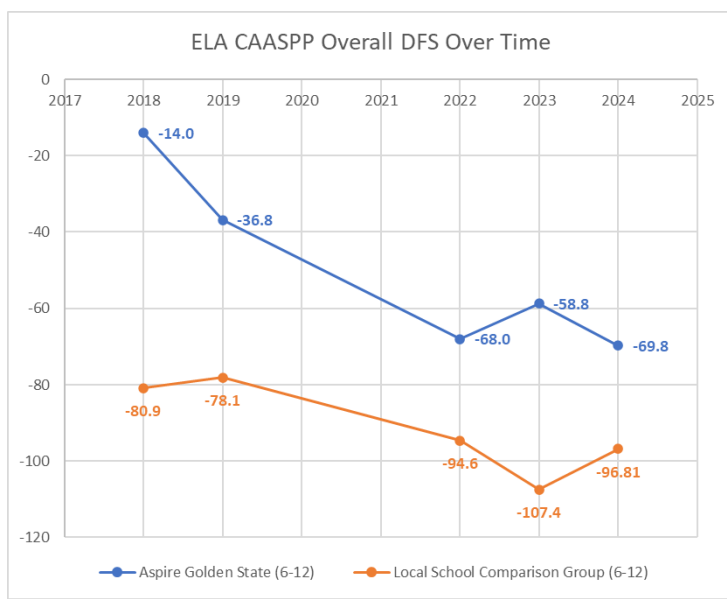
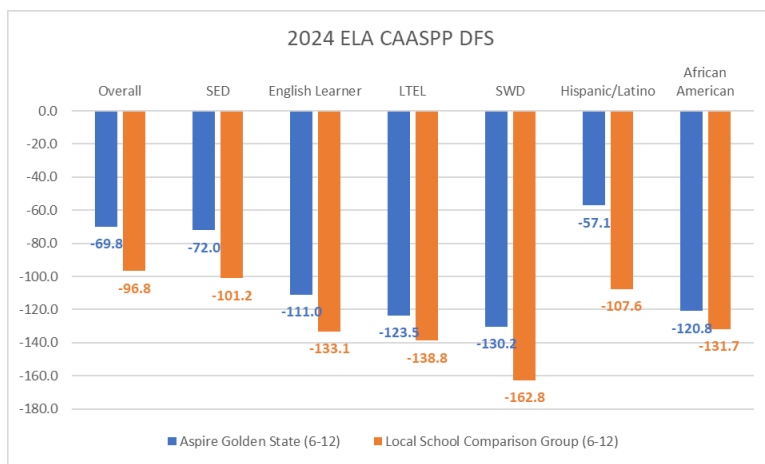


The Dashboard charts and graphs below show a comparison of Aspire Golden State’s DFS performance and the average ELA/math performance of the comparison schools above. Included are results for all students and for subgroups with numerically significant numbers of students tested at GSP: Latina/o/x and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

English Language Arts

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

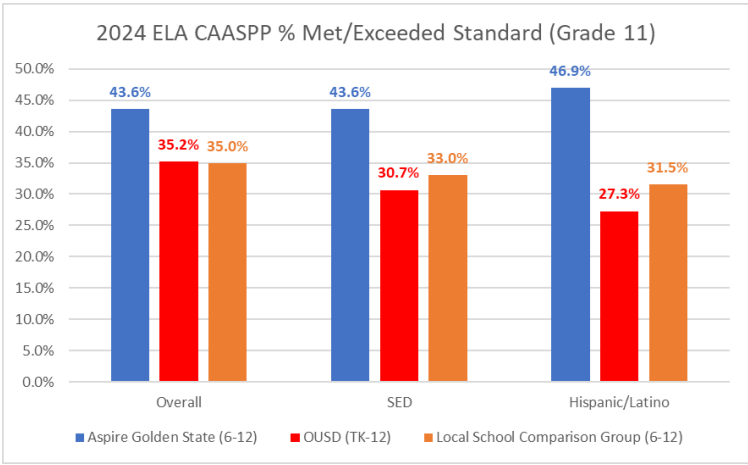
The Charter School has been chartered in the Oakland Unified School District (“District”) under the auspices of Aspire since 2008. Aspire Golden State College Preparatory Academy is chartered through OUSD and was founded in 2011. Aspire Golden State College Preparatory Academy is proud to serve students from the East Oakland Community and provide a small, safe environment with the goal of preparing all students for success in college and career. Aspire Golden State College Preparatory Academy is proud that



In 2024, the ELA CAASPP Distance from Standard score for Aspire Golden State is better overall and for all statistically significant subgroups than the average of the local comparison school group. GSP's DFS score for Latino students (-57.1)

is nearly double that of the local school average (-107.6).⁹ As shown in the longitudinal chart above, GSP has had better ELA DFS scores consistently year over year in the last charter term as compared to the local comparison schools group averages.

With regards to 2024 ELA CAASPP Met/Exceeded rates, Aspire Golden State’s percentage overall for 11th graders is 43.6%, 8.4 percentage points higher than the performance of OUSD’s 11th graders (35.2%), and 8.6 percentage points higher than the local comparison school’s 11th graders (35.0%).¹⁰ Stronger yet is the performance of GSP’s Latina/o/x 11th graders, with 46.9% achieving Met/Exceeded proficiency, 19.6% points and 15.4% points higher than the same subgroup’s average performance of OUSD as a whole and the local comparison group, respectively.

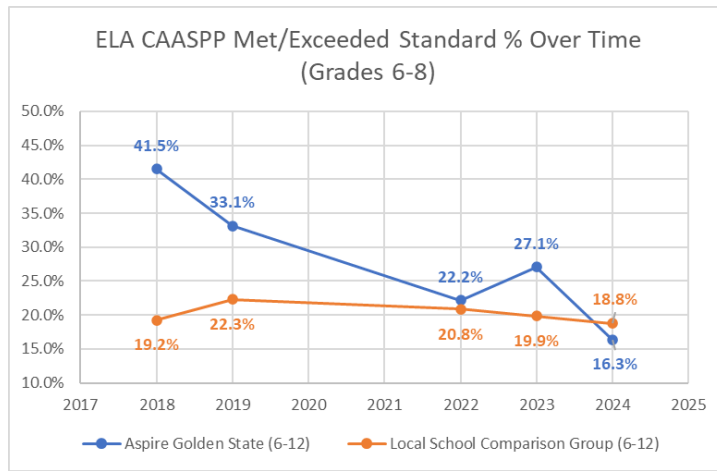


When comparing aggregate Grade 6-8 rates with the rates for Grade 11, the Aspire Golden State Prep data suggests that in English our students perform better the longer they are at our school. This is demonstrated in the sections that follow. There is a greater percentage of students meeting or exceeding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

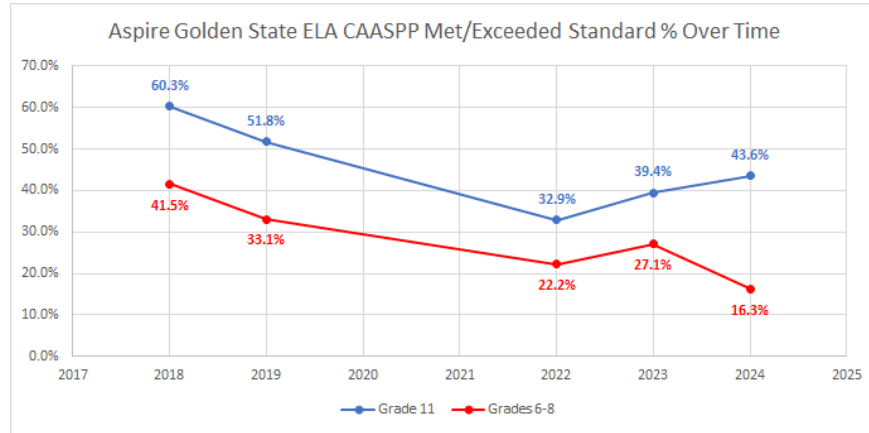
GSP’s ELA CAASPP Met/Exceeded rates for students in Grades 6-8 are better compared to those of the defined local traditional public schools, with the exception of 2024.

⁹ California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

¹⁰ California Department of Education. Test Results for California’s Assessments. Accessed October 10, 2024.



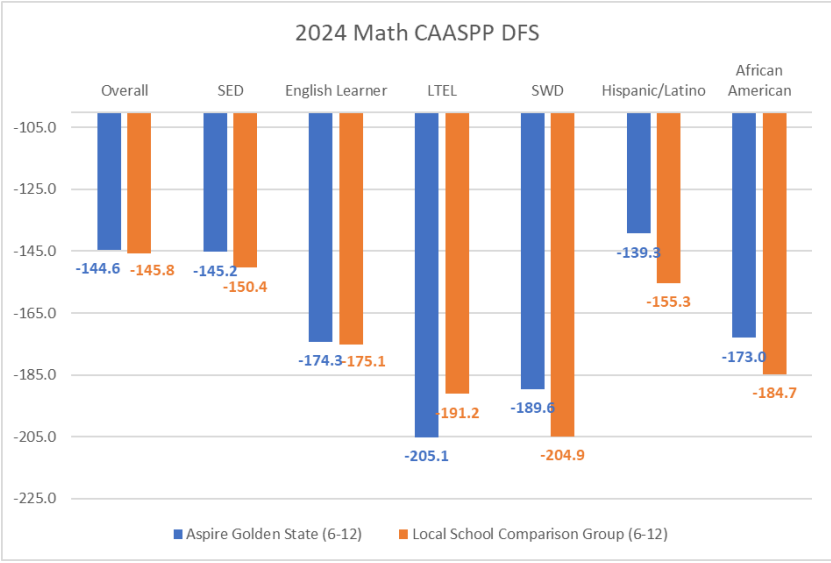
That said, the graph below shows the long view of how our Grade 11 scholars consistently perform better in ELA than our students in Grades 6-8. This trend implies that the longer students are enrolled at Aspire Golden State, the better they perform in ELA as they advance in grades over time.¹¹



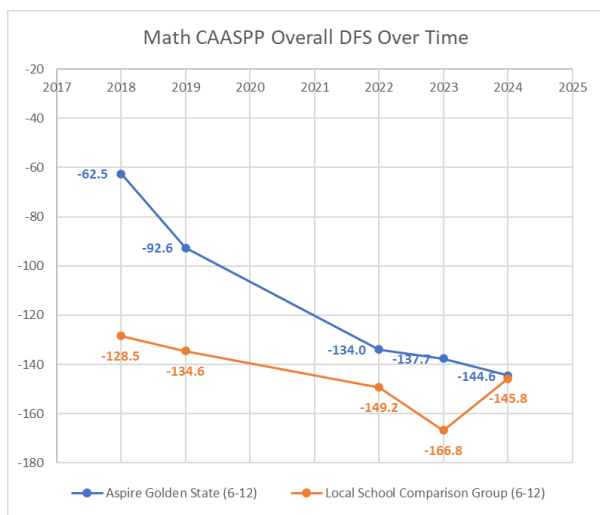
Mathematics

¹¹ Ibid.

An area of focus for GSP is in math achievement. In 2024, with the exception of LTELs, the Math CAASPP Distance from Standard scores for Aspire Golden State are on par with or better overall and for all statistically significant subgroups in comparison to the local schools' comparison group average.¹² With that said, GSP Met/Exceeded rates highlight a greater need to emphasize mathematics as a needed focus for the 2025-2026 school year and over the course of the 2026-3031 charter term. We acknowledge that Aspire GSP must improve mathematics outcomes for our students. As a school community, we were not immune to the STEM teacher shortage in the state of California and previous administrators were credentialed in the area of humanities. Moving into this next charter term, 2025-2026 and beyond, we have intentionally sought out and hired school leadership with a strong mathematical background. Our current principal is a former math teacher within Aspire Public Schools who consistently demonstrated strong outcomes for students in mathematics with strong pedagogy and commitment to mathematical discourse and problem solving practices.



¹² California Department of Education, California School Dashboards: 2024. Accessed November 26, 2024.



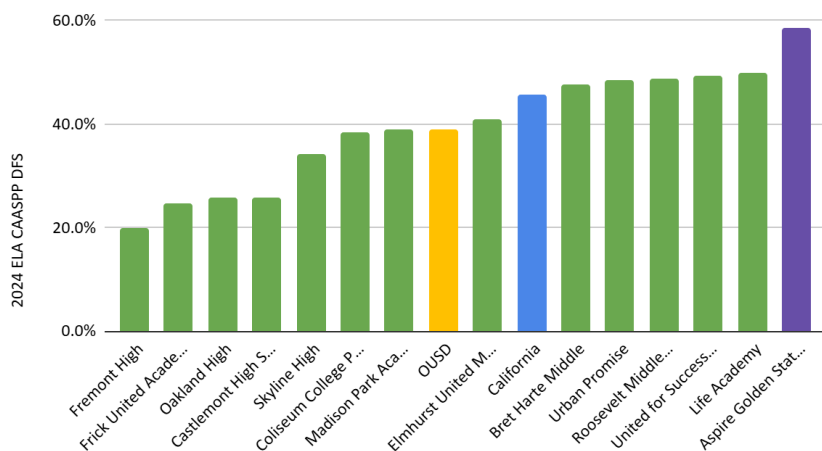
As shown in the longitudinal chart above (“Math CAASPP Overall DFS Over Time”), GSP has had better Math DFS scores consistently year over year in the last charter term.

Over the next charter term, we are committed to improving mathematics outcomes for students. Our school principal and regional team are supporting the programming of the math initiative, which we will share at the upcoming charter renewal hearing in the Fall of 2025.

English Learner Progress Indicator (ELPI)

In 2024, GSP showed strong achievement on the academic English Learner Progress Indicator. GSP’s overall ELPI rate (58.7%) was higher than the State (45.7%), OUSD (39.1%), and each of the local comparison group schools.

2024 English Language Progress Indicator Comparative Schools



As a result of GSP's achievement on ELPI, the CA Dashboard demonstrates a coded color of Blue for the school. Additionally, based upon the publication GO Public Schools titled "California School Dashboard Guide"¹³ which was published during the 2024-2025 school year, GSP's EL scholars demonstrated the 2nd highest amount of ELPI growth in the city of Oakland from 2023 to 2024.

¹³ https://gopublicschools.org/wp-content/uploads/dim_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

[LEARN MORE](#)
English Learner Progress

All Students State



Blue

58.7% making progress

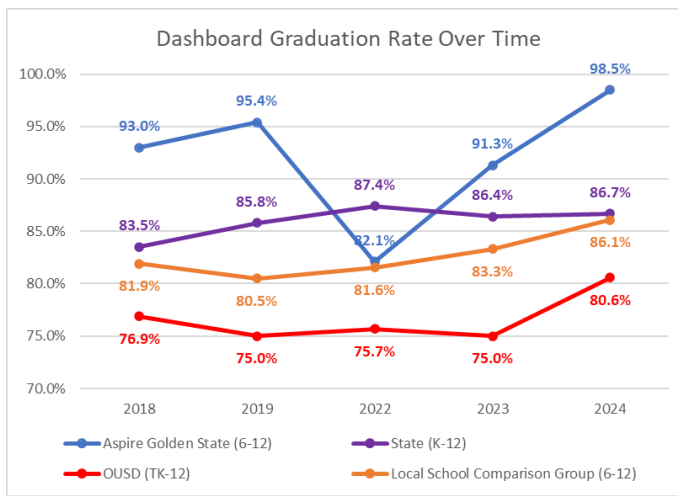
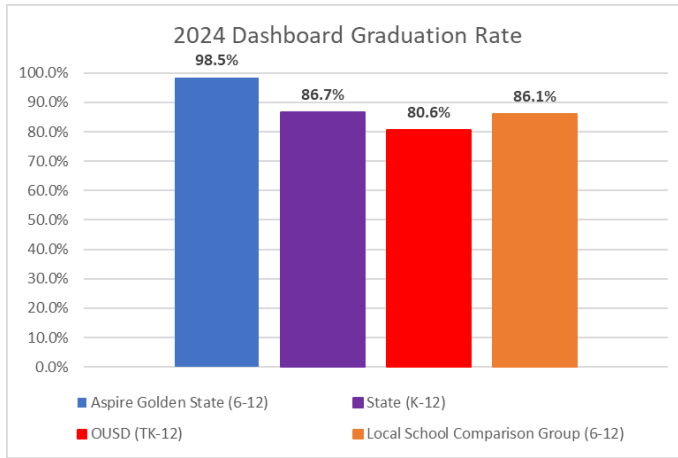
Increased 21.8% ⓘ

LONG-TERM ENGLISH LEARNER PROGRESS



[View More Details](#) ➔

Graduation Rate



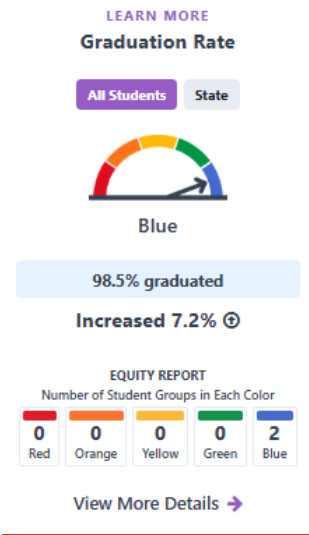
Based on the 2023-24 California School Dashboard, Aspire Golden State's graduation rate of 98.5% is 12.4 percentage points higher than the 86.1% graduation rate average of the local public school group defined above; 17.9 percentage points higher than Oakland Unified School District's rate of 80.6%, and 11.8 percentage points higher than the State's

Aspire Golden State College Preparatory Academy Charter Renewal Petition (2018-2018) Page 29 of 171

(86.7%).¹⁴ Further, since 2018, GSP’s graduation rate has been higher compared to the rates for its comparison schools, OUSD, and California (except in 2022).¹⁵

We are proud that GSP has achieved an increase to its graduation rate by 7.9 percentage points (90.6% to 98.5%) since the previous school year – all the while continuing to manage the persisting challenges of the COVID-19 pandemic.

As a result of GSP’s graduation rate, the CA Dashboard demonstrates a coded color of Blue for the school.



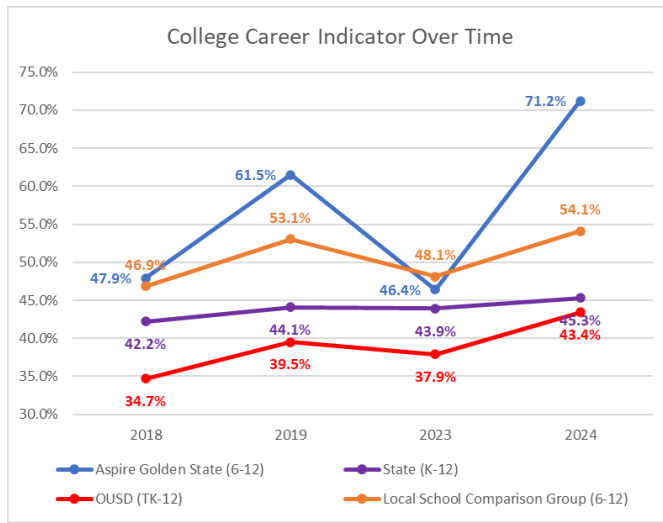
College and Career Indicator

The Dashboard College/Career Indicator is a state indicator that represents the percentage of high school graduates who are prepared for college or a career. Criteria for calculating the CCI measure include passing/completion/attainment of Advanced Placement (“AP”) Exams, A-G, Career Technical Education (“CTE”) Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.¹⁶

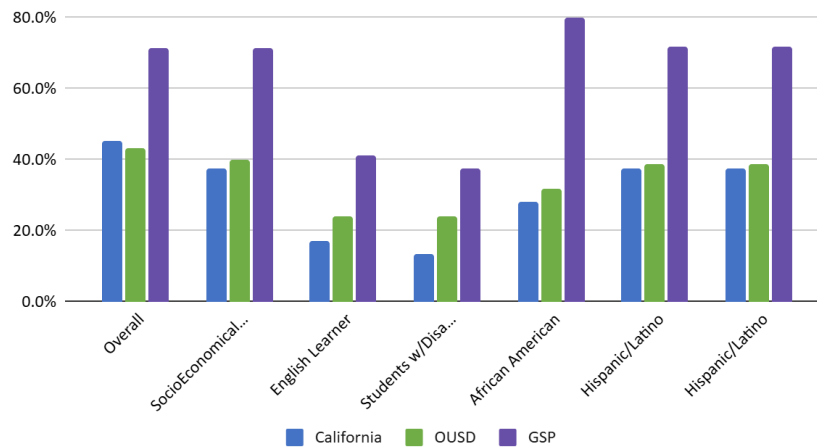
¹⁴ California Department of Education, California School Dashboards: 2024. Accessed November 26, 2024.

¹⁵ California Department of Education, California School Dashboards: 2024, 2023, 2022, 2019, and 2018. Accessed November 26, 2024.

¹⁶ California Department of Education, College/Career Indicator. Accessed XX from <https://www.cde.ca.gov/ta/tac/em/dashboardccr.asp>



2024 Career & College Indicator

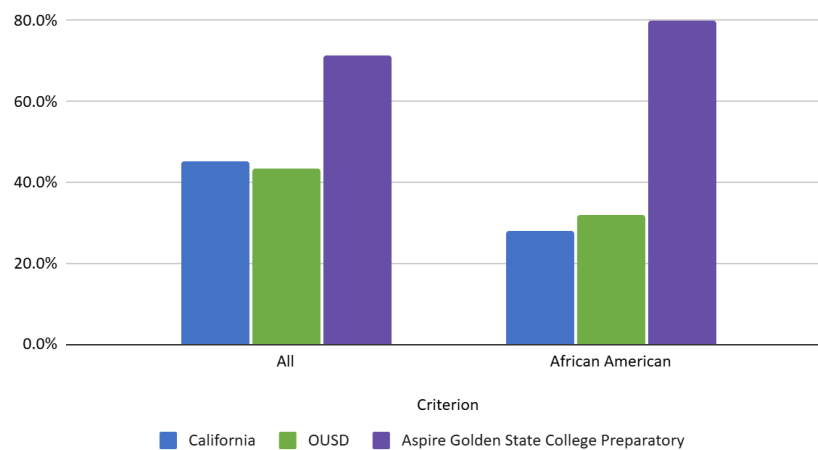


Based on the 2024 CCI data, 71.2% of GSP's high school graduates were college/career-ready, which is 27.8 percentage points higher than OUSD, and 24.8 percentage points higher than GSP's 2023 rate.¹⁷ Of particular note, Black scholars

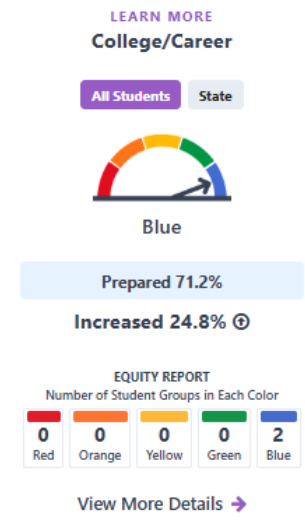
¹⁷ California Department of Education, California School Dashboards: 2024. Accessed November 26, 2024.

at GSP significantly outperformed their peers across the state, which is demonstrated in the graph below. During GSP's last charter term, the Charter School's CCI performance has been better than the averages for OUSD and the State.

2024 Career & College Indicator



As a result of GSP's achievement on the academic College/Career Indicator, the CA Dashboard demonstrates a coded color of Blue for the school.

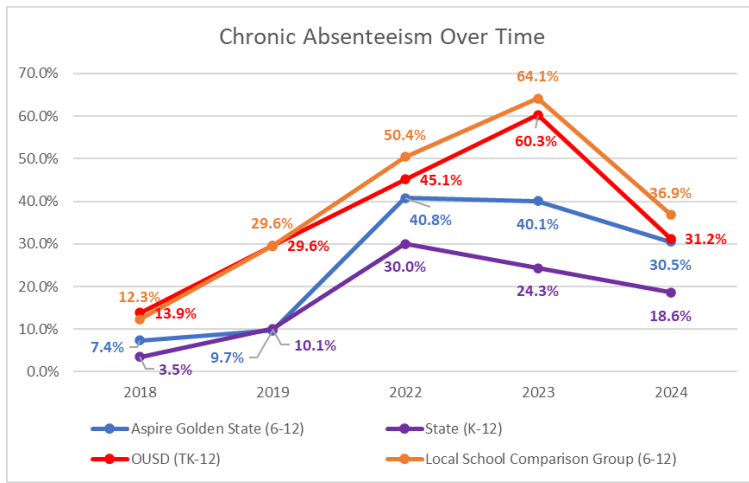


Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. Year over year, GSP's suspension rates have been lower in the last charter term in comparison to the local traditional public school group and OUSD. As a result of our efforts to combat pervasive absenteeism, GSP's 2023-24 Chronic Absentee decreased by 10 percentage points from 2022-23.¹⁸ The table below shows that GSP consistently has relatively low rates year over year. However, as has been true for many schools nationally, our rate increased in comparison to pre-pandemic years'.¹⁹

¹⁸ California Department of Education, California School Dashboards: 2024. Accessed November 26, 2024.

¹⁹ California Department of Education, California School Dashboards: 2024, 2023, 2022, 2019, and 2018. Accessed November 26, 2024.



At GSP, we attribute the increase in chronic absenteeism to continued struggles related to the fallout of the COVID-19 pandemic. During 2023, our team collected survey information from families to better understand the root causes of Chronic Absenteeism for scholars. Families communicated that the most common reason for absences were related to illness and medical appointments. After medical necessity, the most commonly cited reason was family emergencies. In asking families to share what would motivate their child to have improved attendance, they expressed that more student life activities, better relationships among staff and peers, and more extracurricular activities were needed.

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

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

Dashboard: Suspension

The 2024 suspension rate demonstrates progress for GSP. Since 2018, the 2023-2024 school year marked the lowest suspension rate at 9.7%, which ultimately was coded “Yellow” on the California Dashboard. When the CA Dashboard is released for 2025, data will show further progress for the 2024-2025 school year. Based upon the publication GO

Public Schools titled “California School Dashboard Guide”²⁰ which was published during the 2024-2025 school year, GSP had the greatest decrease in the city of Oakland from 2023 to 2024 for suspensions.

English Learner Reclassification

While recent reclassification rate data is not publicly available yet on the CDE website from 2021-22 to 2023-24, below we report our annual rates for the last charter term.²¹ (The data from 2021-22 to 2023-24 is internal data.) Since the pandemic school year 2020-21, our EL reclassification rate has steadily increased to 24.5% in the last school year of 2023-24.

<u>School Year</u>	<u>Aspire Golden State EL Reclassification Rate</u>
<u>2023-24</u>	<u>24.5%</u>
<u>2022-23</u>	<u>11.2%</u>
<u>2021-22</u>	<u>8.2%</u>
<u>2020-21</u>	<u>6.7%</u>
<u>2019-20</u>	<u>16.9%</u>
<u>2018-19</u>	<u>28.5%</u>
<u>2017-18</u>	<u>17.1%</u>

Balance of Racial and Ethnic, Special Education, and English Learner Pupils

²⁰ https://gopublicschools.org/wp-content/uploads/dlm_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

²¹ California Department of Education, EL Reclassification Data, Accessed October 8, 2024 from <https://www.cde.ca.gov/eds/ad/files/reclass.asp>.

<u>Academic Year</u>	<u>African American</u>	<u>Asian</u>	<u>Latina/o/x</u>	<u>White</u>	<u>Special Education</u>	<u>ELL</u>
<u>2023-24</u>	<u>15.6%</u>	<u>0.2%</u>	<u>78.7%</u>	<u>0.7%</u>	<u>16.3%</u>	<u>27.8%</u>
<u>2022-23</u>	<u>15.0%</u>	<u>0.2%</u>	<u>81.3%</u>	<u>0.5%</u>	<u>14.1%</u>	<u>24.6%</u>
<u>2021-22</u>	<u>17.8%</u>	<u>0.2%</u>	<u>79.5%</u>	<u>0.5%</u>	<u>12.3%</u>	<u>25.5%</u>
<u>2020-21</u>	<u>16.9%</u>	<u>0.3%</u>	<u>81.4%</u>	<u>0.5%</u>	<u>12.2%</u>	<u>24.2%</u>
<u>2019-20</u>	<u>17.2%</u>	<u>0.2%</u>	<u>81.7%</u>	<u>0.2%</u>	<u>11.0%</u>	<u>21.9%</u>
<u>2018-19</u>	<u>16.3%</u>	<u>0.3%</u>	<u>82.5%</u>	<u>0.2%</u>	<u>9.9%</u>	<u>22.0%</u>
<u>2017-18</u>	<u>14.9%</u>	<u>0.3%</u>	<u>83.6%</u>	<u>0.2%</u>	<u>9.0%</u>	<u>24.8%</u>

In accordance with law, GSP strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.²² Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. GSP's 2023-24 ethnic subgroup enrollment breakdown falls within the data ranges of the local comparison school group.

<u>Subgroup</u>	<u>Overall Population²³</u>	<u>Oakland Unified School District²⁴</u>	<u>Local Comparison Group Range²⁵</u>	<u>Aspire Golden State²⁶</u>
<u>Total</u>	<u>436,504</u>	<u>45,086</u>	<u>355 - 1,525</u>	<u>436</u>
<u>Latina/o/x</u>	<u>26.6%</u>	<u>50.2%</u>	<u>37.4% - 91.4%</u>	<u>78.7%</u>
<u>White</u>	<u>29.0%</u>	<u>10.1%</u>	<u>0.5% - 13.3%</u>	<u>0.7%</u>
<u>Asian</u>	<u>15.9%</u>	<u>9.4%</u>	<u>0.4% - 29.4%</u>	<u>0.2%</u>
<u>Black or African American</u>	<u>21.8%</u>	<u>20.0%</u>	<u>3.0% - 33.6%</u>	<u>15.6%</u>

²² California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dccensus/EnrEthYears.aspx?cds=01612590118224&agilevel=School&year=2023-24&copy>.

²³ United States Census Bureau. QuickFacts: Oakland city, California. Accessed October 10, 2024 from QuickFacts Oakland city, California.

²⁴ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dccensus/EnrEthLevels.aspx?cds=01612598&agilevel=district&year=2023-24>.

²⁵ *Ibid.*

²⁶ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dccensus/EnrEthLevels.aspx?cds=01612590118224&agilevel=School&year=2023-24&copy>.

100% of its graduates are accepted to a four-year college and living the Aspire College for Certain mission.

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

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

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

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

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

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

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

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

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

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

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

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

~~(a) Improve pupil learning.~~

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

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

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

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

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

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

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

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

PETITION ELEMENTS

Element 1: Educational Program

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

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

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

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

~~Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that~~

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education

Code ~~sections 47604.33 and~~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(~~bc~~)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. ~~Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update."~~, including but not limited to the following: ~~Ed. Code S. 47606.5(e).~~

Aspire Golden State College Preparatory Academy's pupil outcomes, disaggregated by major subgroups

A review of the progress towards the goals included in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”

2017-20 Plan Summary

THE STORY

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

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

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

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

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

LCAP HIGHLIGHTS

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

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

GREATEST NEEDS

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

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

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

PERFORMANCE GAPS

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

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

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

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

INCREASED OR IMPROVED SERVICES

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

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

(for most schools this will be addressed above)

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,200,160
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,268,000

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

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

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

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric
State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 5 6 7 8 COE 9 10 LOCAL _____
<u>ANNUAL MEASURABLE OUTCOMES</u>	
EXPECTED	ACTUAL
1. 10% more students will score proficient or above on the Aspire Writing Assessment 2. Improved writing instruction for all students	Writing Assessment not CCSS aligned. Replaced with writing performance tasks.

ACTIONS / SERVICES

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

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

Expenditures

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

ANALYSIS

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

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

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

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

Describe the overall the charter, an assessment of the effectiveness of the specific actions toward achieving those goals, and a description of the changes to the specific actions/services to achieve the articulated goal as measured by the LEA.

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

No substantial material differences between budgeted expenditures and actuals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal
2

Maintain consistent retention of 9th grade students at 90 %.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. All students will have access to college counselor. 2. Students with D's and F's will receive additional instruction to pass classes. 3. More equitable grading practices will be in place for students. 4. Teachers will be evaluated in student engagement.	1. Hired new counselor for 9-11 grade 2. Students getting D's and F's receive credit recovery options 3. Teachers no longer give zeroes and provide more makeup opportunities for students 4. Use of Aspire AIR to evaluate teachers on student engagement

ACTIONS / SERVICES

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

Action
1

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

Expenditures

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

ANALYSIS

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

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

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

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

Goal
3

Attendance rate 95% for all subgroups

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Attendance rate for all subgroups will be 95% or higher	Attendance rate is slightly below at 94.5%

ACTIONS / SERVICES

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

Action 1

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

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

ANALYSIS

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

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

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

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

Goal 4	All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act	
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 2 3 4 5 6 7 8 GOE 9 10 LOCAL _____	
<u>ANNUAL MEASURABLE OUTCOMES</u>		
EXPECTED	ACTUAL	
All students will be taught by highly qualified personnel	85% taught by highly qualified	
<u>ACTIONS / SERVICES</u>		
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.		
Action	1	
Actions/Services	PLANNED ~~1.~~ Continue to hire only highly qualified teachers	ACTUAL Late summer hires due to teachers leaving and a mid-year teacher resignation

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

ANALYSIS

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

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

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

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

Goal
5

All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory

State and/or Local Priorities Addressed by this goal:

STATE☒ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8
COE☐ 9☐ 10
LOCAL_____

ANNUAL MEASURABLE OUTCOMES

EXPECTEDACTUAL

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

ACTIONS / SERVICES

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

Action1

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

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

ANALYSIS

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

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

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

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

Goal
6

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

Action 1

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

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

ANALYSIS

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

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

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

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

Goal

7

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

State and/or Local Priorities Addressed by this goal:

STATE

1

☒

2

3

4

5

6

7

8

COE

9

10

LOCAL

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

Action

1

	PLANNED	ACTUAL
Actions/Services	1. 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 received PD through Reading Apprenticeship

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All teachers received more than 16 hours of PD on the CCSS through whole staff PD, regional Aspire PD and through one-on-one classroom observations.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall we have had success focusing on the CCSS and aligning student tasks to the CCSS. We have had less success building in specific ELD strategies.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal
8

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

State and/or Local Priorities Addressed by this goal:

STATE12☒345678
COE910
LOCAL

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

Action1

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

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	~~We hired an additional Assistant Principal of Culture to meet the needs of our students and to support our teachers and students. We also have a part-time parent coordinator who keeps in regular contact with our parents.~~
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	~~Overall, parents have expressed satisfaction, but we are still waiting for next year's survey.~~
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	~~No substantial material differences between budgeted expenditures and actuals.~~
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	~~Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home-office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social-emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.~~

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

Goal 19

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTEDACTUAL

1. Student scores on the SBAC in ELA and Math will increase 5% in all subgroups	First Year Data: 2015-2016 <table><tr><td>ELA</td><td></td></tr><tr><td>Proficiency Level Calculation</td><td></td></tr><tr><td>Standard Exceeded</td><td>5%</td></tr><tr><td>Standard Met</td><td>26%</td></tr><tr><td>Standard Nearly Met</td><td>33%</td></tr><tr><td>Standard Not Met</td><td>37%</td></tr></table> Waiting for 2016-2017 data	ELA		Proficiency Level Calculation		Standard Exceeded	5%	Standard Met	26%	Standard Nearly Met	33%	Standard Not Met	37%
ELA													
Proficiency Level Calculation													
Standard Exceeded	5%												
Standard Met	26%												
Standard Nearly Met	33%												
Standard Not Met	37%												

ACTIONS / SERVICES

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

Action 1

Actions/Services

Expenditures

PLANNED A plan will be made for instructional changes based on the 15-16 SBAC results	ACTUAL We have aligned our curriculum to Common Core State Standards for both math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments) We've implemented data talks that involved the following: Winter: - Data analysis of assessments results by individual teachers - Data talks per assessment facilitated by principal or assistant principal - Teacher created Data Analysis Action Plans that detail how instruction will change based on results. Whole school professional development on preparing for individual conversations with students.
BUDGETED Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200	ESTIMATED ACTUAL Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200

ANALYSIS

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

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

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

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

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

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

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

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

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

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

No substantial material differences between budgeted expenditures and actuals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation

Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

Goal10	Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education until 90%. After the school reaches 90%, increase 5 % each year.
State and/or Local Priorities Addressed by this goal:	STATE12345678 COE910 LOCAL
ANNUAL MEASURABLE OUTCOMES	
EXPECTED	ACTUAL
1. More students will be poised to graduate able to apply to UC/CSU and be college ready. 2. Students will receive counseling on A-G requirement completion. 3. Increase of 5% of students reaching A-G progress if not at 90%.	The current graduation requirements include completion of all UC/CSU requirements, all graduating seniors are CSU eligible. College readiness can be demonstrated through scores on the EAP exam, ACT or SAT exam, completion of college coursework, or high school courses that satisfy the requirement to clear the conditional readiness score on the EAP. For the class of 2016, XX of seniors graduated college ready in math and English, XX% graduated college ready in English only, XX% graduated college ready in math only, and XX% did not meet college readiness requirements. As of April 2017, through assessment only, XX% of seniors have met the college ready requirement in math and English, XX% have met the requirement in math only, XX % have met the requirement in English only, and XX% have not yet satisfied either requirement. All of our seniors receive A-G counseling 2 times a week for the entire school year by our college counselor. 100% of graduating seniors meet the A-G requirements

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements
2. Analyze data of students not reaching graduation requirements and address any inequities uncovered

ACTUAL

College counselors receive quarterly professional development to discuss post-secondary planning and support for our students. This includes discussion of graduation requirements and college entrance requirements. 2. Analysis of graduation requirement completion has uncovered inequity with following courses: English 2, Geometry, and World and US History. We have addressed systemic inequities in course completion by providing on-site recovery courses including offerings that go above and beyond the minimum A-G requirements. In addition, we have worked closely with our local community college to find credit recovery options for our students.

All students are on a 4 or 5-year track at our school. Our college counselor works closely with our Assistant Principal of Instruction to ensure that students are enrolled in courses that are a part of their graduation plans. We've also strategically included college courses, credit recovery, and electives so that students can use their senior year to catch up if necessary.

Expenditures

BUDGETED

Assistant Principal
\$25,000
College Counselor
\$40,000
Principal
\$10,000
Tech Solutions
\$10,000

Resource:
0000

Object Codes:
1300, 3000, 7000

ESTIMATED ACTUAL

Assistant Principal
\$25,000
College Counselor
\$40,000
Principal
\$10,000
Tech Solutions
\$10,000

Resource:
0000

Object Codes:
1300, 3000, 7000

ANALYSIS

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

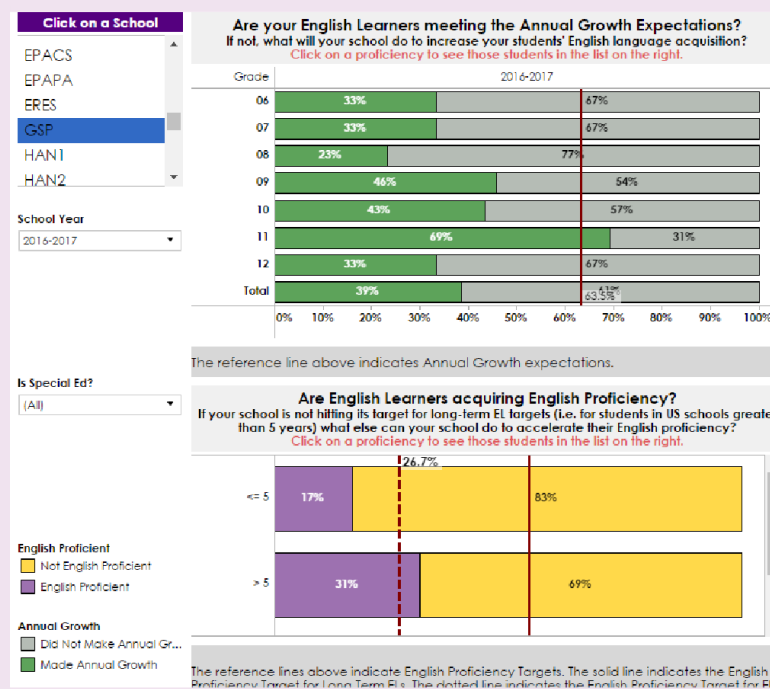
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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



ACTIONS / SERVICES

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

Action

1

Actions/Services

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

ACTUAL

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

Expenditures

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

ANALYSIS

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

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

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

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

Goal
12

Decrease the number of students expelled each year
— —

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. — 10 % or fewer students will be expelled compared to the previous year. 2. — Students will feel safer at school.	0 Students have been expelled.

ACTIONS / SERVICES

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

Action — 1

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

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have changed our discipline policy to reflect less punitive consequences that could lend themselves to escalated consequences. As a result, we've seen a decrease in both expulsion and suspension numbers.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% effectiveness. We did not have any expulsions this year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social-emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

Goal
13

Decrease the number of students suspended overall and in subcategories.

State and/or Local Priorities Addressed by this goal:

STATE12345678
COE910
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 10% or fewer students will miss school due to suspensions from previous year. 2. Students will feel safer at school.	Suspension rate has remained constant this year. Percentage of major incidents has decreased.

ACTIONS / SERVICES

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

Action1

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

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

ANALYSIS

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

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

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

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

Goal
14

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

State and/or Local Priorities Addressed by this goal:

STATE12345678

COE910

LOCAL

ANNUAL MEASURABLE OUTCOMES

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

ACTIONS / SERVICES

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

Action1

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

Expenditures

8th-Stanford, 9th-UC Berkeley, 10th-UC Davis, 11th-San Jose State, and 12th-Sacramento State. 9-12th students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college. - Some 9th & 10th and all 11th and 12th grade students will take college classes at a local community college. The Academic Counselor will work 11th and 12th grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January. - All 9-12th grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading & Math scores in Student Led Conferences - All 9th Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements - All 6-12th grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful. - All 12th Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.	Davis, 11th-San Jose State, and 12th-Sacramento State. 9-12th students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college. - Some 9th & 10th and all 11th and 12th grade students will take college classes at a local community college. The Academic Counselor will work 11th and 12th grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January. - All 9-12th grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading & Math scores in Student Led Conferences - All 9th Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements - All 6-12th grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful. - All 12th Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.
BUDGETED Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800	ESTIMATED ACTUAL Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students not on track to graduate have received individualized graduation plans from our Academic Counselor. Students know exactly what they need to do to graduate including attending summer school and taking college classes off campus.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, students and families are on board with their plans. We still struggle with a small percentage of students who are not interested in a traditional high school education and find more value in learning skills that will directly prepare them for a career after graduation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

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

Goal 15	Teachers will be trained to implement the Next Generation Science Standards.
State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 5 6 7 8 COE 9 10 LOCAL _____
<u>ANNUAL MEASURABLE OUTCOMES</u>	
EXPECTED	ACTUAL
1. Students will receive science instruction aligned with the NGSS. 2. Teachers will be more effective teachers science. 3. Students will receive baselines scores on the Aspire internal science benchmarks	1. Students will receive science instruction aligned with the NGSS. 2. Teachers will be more effective science teachers. 3. Students did not receive baselines scores on the Aspire internal science benchmarks. There were no internal science benchmarks this year. Instead we did pilot the CAST assessments in 8 th and 10 th grades.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table><tr><td>PLANNED</td><td>ACTUAL</td></tr><tr><td>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</td><td>Professional Development — 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS. Teachers received Amplify curriculum support in our Aspire instructional</td></tr></table>	PLANNED	ACTUAL	1. Professional Development — 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Professional Development — 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS. Teachers received Amplify curriculum support in our Aspire instructional
PLANNED	ACTUAL				
1. Professional Development — 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Professional Development — 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS. Teachers received Amplify curriculum support in our Aspire instructional				

Expenditures

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

ANALYSIS

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New

☐ Modified

☐ Unchanged

Goal 1

Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Increase student achievement through a rigorously aligned standard-based curriculum in order to better prepare all students for college and careers

EXPECTED ANNUAL MEASURABLE OUTCOMES

- Metrics/Indicators: 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

Baseline2017-182018-192019-20

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

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	☒ All	☐ Students with	☐ [Specific Student Group(s)]
Location(s)	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	English Learners	Foster Youth	Low Income
Scope of Services	LEA-wide Group(s)	Schoolwide	OR Limited to Unduplicated Student
Location(s)	All schools	Specific Schools:	Specific Grade spans:

ACTIONS/SERVICES

2017-182018-192019-20

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
6-12 ELA curricula 6-8 Amplify Science 6-12 Academic Lit Block 6-12 LLI including SPED - Intensively support teachers in their first year with classroom management - Build capacity of leaders and teachers in NGSS - Introduce new AIR rubric and implement process	- Deepen TK-5 math instruction - Deepen TK-5 literacy instruction - Intensively support teachers in their first year with classroom management - Implement NGSS instruction in grades 3-5 - Full implementation of new AIR rubric - Pilot culturally responsive teaching practices in new AIR rubric	- Deepen TK-5 math instruction - Deepen TK-5 literacy instruction - Intensively support teachers in their first year with classroom management - Implement NGSS instruction in grades K-5 - Implement culturally responsive teaching practices in new AIR rubric - Aspire-wide IP roll-out TBD

● Aspire-wide IP roll-out TBD

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1 \$1,834,000
2 \$140,000
3 \$480,000
4 \$390,000
5 \$28,000
6 \$170,000
7 \$28,000
8 \$35,000
9 \$12,000

Amount

Unchanged

Amount

Unchanged

Source

1 LCFF
2 LCFF
3 LCFF
4 LCFF/Sped
5 Title II
6 LCFF
7 LCFF
8 LCFF
9 LCFF

Source

Unchanged

Source

Unchanged

Budget
Reference

1 Sal + Benefits - Core Teachers
2 Sal + Benefits - Principal
3 Sal + Benefits - Assistant Principal
4 Sal + Benefits - Sped Staff
5 Lead Stipends
6 Books and Materials
7 Travel and Conferences
8 Computers
9 Furniture

Budget
Reference

Unchanged

Budget
Reference

Unchanged

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

☒ New

☐ Modified

☐ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

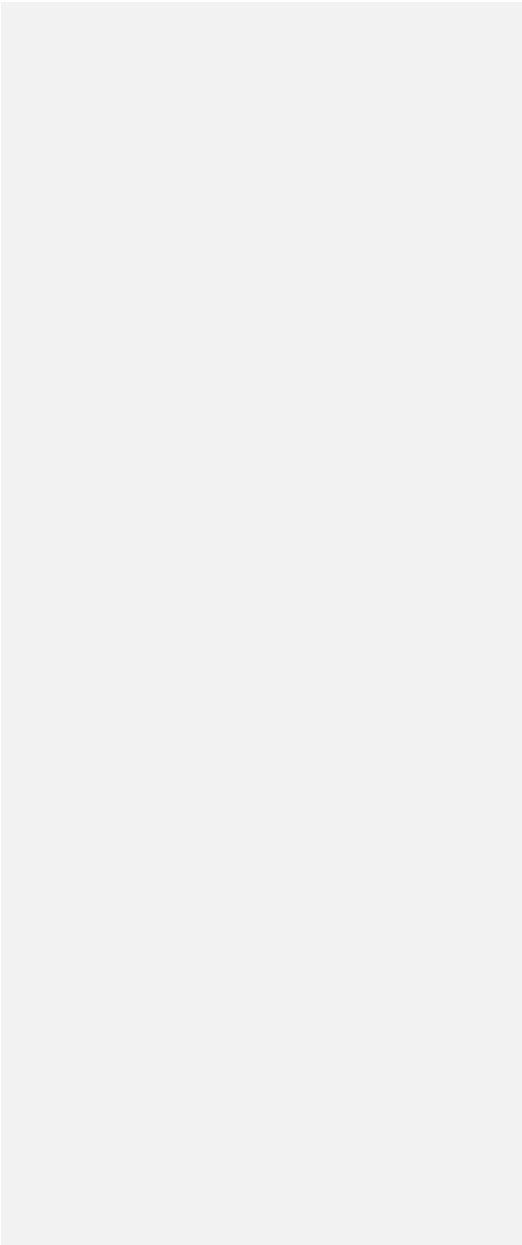
Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Increase 7% of students reclassified as Fluent English Proficient	21.8%	28.8%	35.8%	42.8%



PLANNED ACTIONS / SERVICES

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

Ac
tion
1

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

Students to be Served	☐ All ☐ Students with ☐ [Specific Student Group(s)]
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	LEA-wide ☐ Schoolwide ☐ OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	All schools ☐ Specific Schools: ☐ Specific Grade spans:

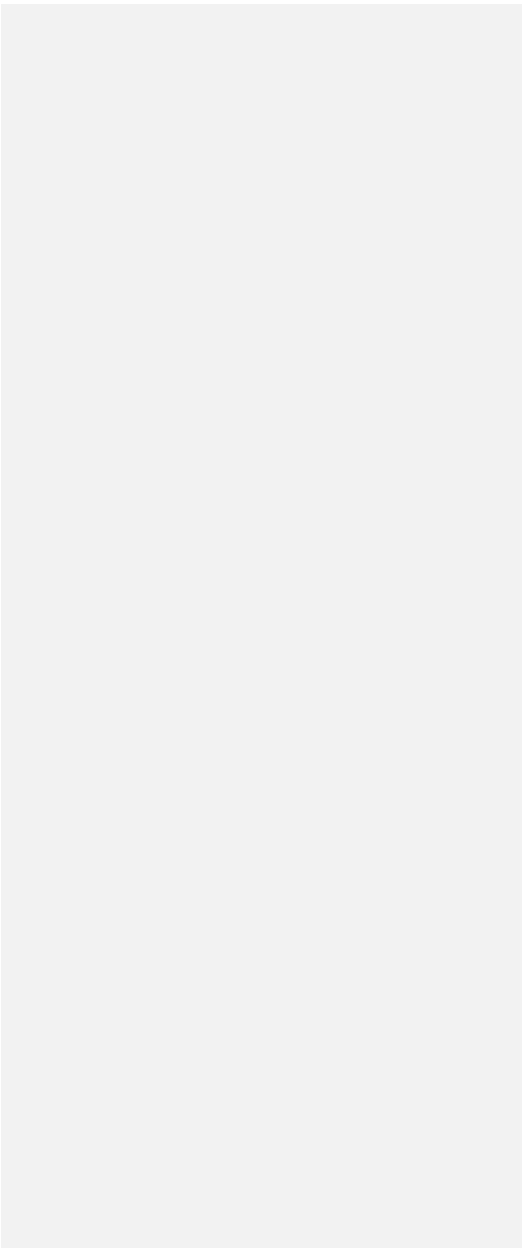
ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchange	☐ New ☐ Modified ☐ Unchange	☐ New ☐ Modified ☐ Unchange
- Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interim) - Monitor progress of EL scholars to drive instructional strategies through Tier 1 program - Implement regional collaborative data protocol - Use LLI for Tier 3 intervention & SPED instruction	Region-wide roll-out of EL support	

BUDGETED EXPENDITURES

2017-182018-192019-20

Amount	1 Duplicate Goal 1	Amount	Unchanged	Amount	Unchanged
	2 \$170,000				
	3 Duplicate Goal 1				
	4 \$200,000				
	5 Duplicate Goal 1				
	6 Duplicate Goal 1				
	7 \$10,000				
	8 \$27,000				
	9 \$97,000				
Source	1 Duplicate Goal 1	Source	Unchanged	Source	Unchanged
	2 LCFF, Title I & III				
	3 Duplicate Goal 1				
	4 ASES				
	5 Duplicate Goal 1				
	6 Duplicate Goal 1				
	7 LCFF /Sped				
	8 LCFF				
	9 LCFF				
Budget Reference	1 Sal + Benefits - Core Teachers	Budget Reference	Unchanged	Budget Reference	Unchanged
	2 Sal + Benefits - Intervention Specialist				
	3 Sal + Benefits - Assistant Principal				
	4 Sal + Benefits - After School Staff				
	5 Sal + Benefits - Sped Staff				
	6 Books and Materials				
	7 Software				
	8 Educational Consultants				
	9 Other Professional Services				



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

Goal 3

☒ New

☐ Modified

☐ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE☒ 1☐ 2☒ 3☐ 4☒ 5☒ 6☐ 7☐ 8

COE☐ 9☒ 10

LOCAL

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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

PLANNED ACTIONS / SERVICES

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

Action
Title

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

Students to be Served	☒ All ☐ Students with ☐ [Specific Student Group(s)]
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service	☐ LEA-wide ☐ Schoolwide ☒ OR ☐ Limited to Student
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

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

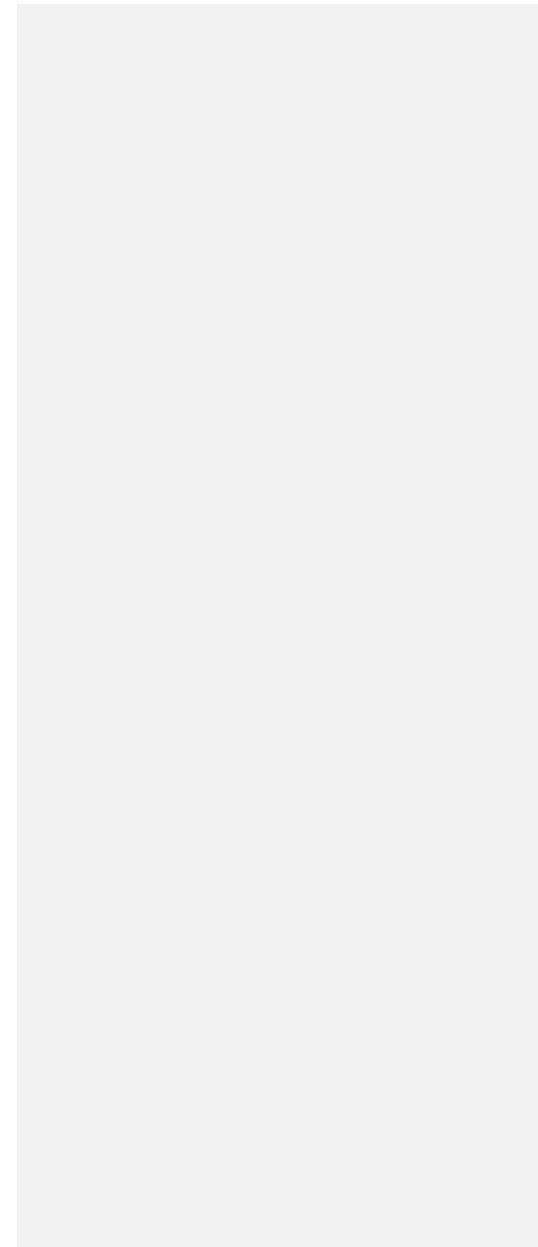
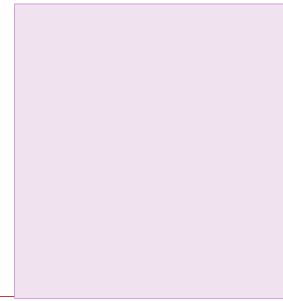
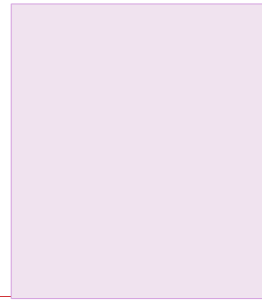
BUDGETED EXPENDITURES

2017-18 2018-19 2019-20

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

Budget		Expense			
Amount	Source	Unchanged	Unchanged		
		Unchanged	Unchanged		
		Unchanged	Unchanged		
		Unchanged	Unchanged		

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



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

Goal 4

☒ New☐ Modified☐ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE12345678

COE910

LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action
Title
1
-

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

Students to be Served	☒ All ☐ Students with ☐ [Specific Student Group(s)]
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	English Learners	Foster Youth	Low Income
	Scope of Services		
Location(s)	LEA-wide ☐ Schoolwide ☐ OR ☐ Limited to Unduplicated Student Group(s)		
	All schools	Specific Schools:	Specific Grade spans:

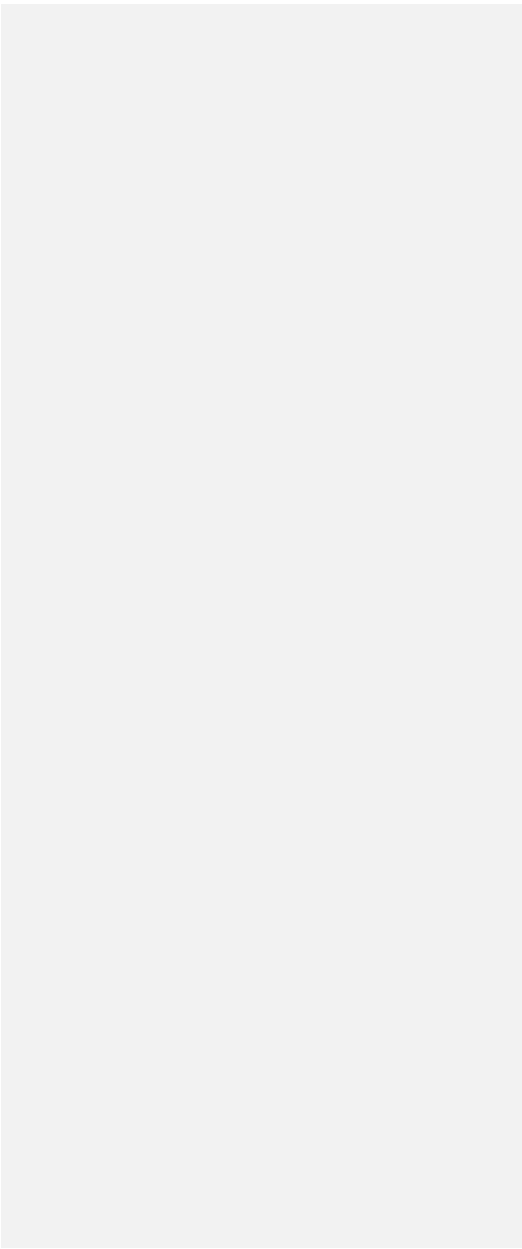
ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
- Implement College Knowledge course in Grade 9 - Implement a MATCH approach to college counseling	Expand College Knowledge course to additional grades	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
1 Duplicate Goa	Unchanged	Unchanged
2 Duplicate Goa		

Source	3	Duplicate Goal 1	Source	Unchanged	Source	Unchanged
	4	Duplicate Goal 1				
	5	Duplicate Goal 2				
	6	Duplicate Goal 1				
	7	Duplicate Goal 3				
	8	Duplicate Goal 3				
	9	Duplicate Goal 1				
	10	Duplicate Goal 2				
	11	Duplicate Goal 1				
	12	\$50,000				
	1	Duplicate Goal 1				
	2	Duplicate Goal 3				
Budget Reference	3	Duplicate Goal 1	Budget Reference	Unchanged	Budget Reference	Unchanged
	4	Duplicate Goal 1				
	5	Duplicate Goal 2				
	6	Duplicate Goal 1				
	7	Duplicate Goal 3				
	8	Duplicate Goal 3				
	9	Duplicate Goal 1				
	10	Duplicate Goal 2				
	11	Duplicate Goal 1				
	12	LCFF				
	1	Sal + Benefits – Core Teachers				
	2	Sal + Benefits – Specials Teachers				
	3	Sal + Benefits – Principal				
	4	Sal + Benefits – Assistant Principal				
	5	Sal + Benefits – Intervention Specialist				
	6	Sal + Benefits – Sped Staff				
	7	Sal + Benefits – Counselors				
	8	Early College HS				
	9	Books & Materials				
	10	Software				
	11	Computers				
	12	Field Trip				



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017-182018-192019-20

Estimated Supplemental and Concentration Grant Funds:\$ 1,165,290

Percentage to Increase or Improve Services:25 %

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

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

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

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

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

Mathematics Placement Policy

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

~~THE CHARTER SCHOOL'S MISSION~~

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

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

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

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

~~Aspire Golden State College Preparatory Academy Charter Renewal Petition (2017-2018) Page 69 of 171~~

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

THE CHARTER SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

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

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

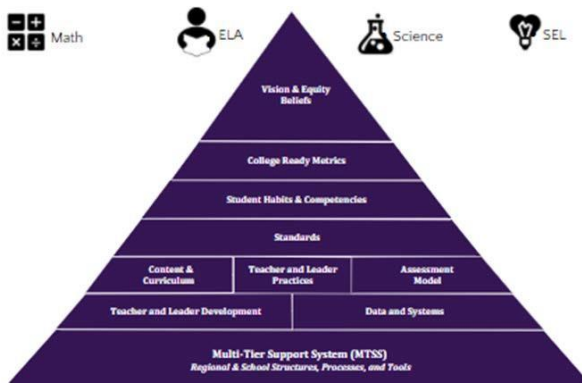
Learning Time

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

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

Teaching Methods

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



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

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

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

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

Curriculum

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

- English Language Arts: At Aspire Golden State College Preparatory Academy, teachers utilize EngageNY curriculum throughout English Language Arts classrooms. The curricular resources ensure alignment to the rigor of the Common Core State Standards and provide rich opportunities for students to engage in tasks at the rigor of grade-level standards. EngageNY ELA curricular resources provide ample supports for scholars to read complex texts at grade-level rigor expectations, respond to text-dependent questions, debate in response to unit essential questions, and compose written end-of-unit projects that align to CCSS Writing Standards. Students struggling to access the rigorous curricula are supported with an additional ELA Intervention Block in their schedule. This additional block ensures student access to the ELA curricula through strategic scaffolding of the grade-level complex texts.
- To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 2 students, who struggle the most with access to grade-level texts, are supported with a Leveled Literacy Intervention (LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.
- Social Science: Aspire's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the CCSS.

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

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

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

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

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

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

- ~~Spanish/Second Language: Students work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Although Aspire primarily offers Spanish as a foreign language, our schools encourage 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:~~

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

Aspire Social and Emotional Learning Vision Statement

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

- ~~Managing emotions and behaviors~~
- ~~Feeling and expressing empathy and compassion for others~~
- ~~Making responsible decisions~~
- ~~Setting and achieving positive goals~~

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

Health: Students develop an understanding

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 importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

Early College High School Model

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

~~As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn 15 college credits at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 — 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The described in 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.~~

~~petition. Therefore, if offered,~~

~~Alignment with California state standards and UC A-G requirements~~

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

Sample Scope and Sequence (9-12)

A—G Reqm't	9 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	ERCW Expos. Read/Writ	CC English 4A
C: Math*	Geometry	Geometry	Alg 2	Alg 2	Pre-Calculus	Pre-Calculus	Statistics or Calculus	Statistics or Calculus
D: Lab Science	Physics	Physics	Biology	Biology	Chemistry	Chemistry		Biology
E: Foreign Language	Spanish or ASL	Spanish or ASL	Spanish or ASL	Spanish or ASL				
F: Art			Art 1	Art 1	CC Drama			
G: Electives	English Comp	English Comp				Psych	CC Anthro	CC AA Lit
Aspire Add'l (non-core)	Tech	Tech					Internship	Internship
	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory

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

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

Assessment

At Aspire Public Schools, assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a Aspire Golden State College Preparatory Academy Charter Renewal Petition (2017-2018) Page 79 of 171

whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning regarding all three outcomes. Aspire students are assessed through:

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)[†];
 - Other nationally recognized norm-referenced and/or developmentally-based tests (e.g. Fountas and Pinnell Reading Benchmark, STAR Renaissance Reading Assessment, SAT and/or ACT);
 - The Early Assessment Program (EAP), ACT and SAT scores are all used to assess college readiness;
 - Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing Performance Tasks);
 - Day-to-day assessments related to specific content or skills (running record for English Language Arts; Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
 - Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final grade-level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade-level standard—for example a Physics standard, character analysis, media literacy—which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators. will comply

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

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

[†]The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools

believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

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

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

SUPPORT FOR ENGLISH LEARNERS

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The Charter School will meet all applicable the 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, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix V in providing such a program.

♦ **Home Language Survey and Hospital Instruction**

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

● CELDT/ELPAC Testing

In the 17-18 school year, all students who indicate that their home language is other than English and who have not taken the California English Language Development Test ("CELDT") before, will take this assessment within thirty days of initial enrollment². Students who historically have taken the CELDT (i.e. annual CELDT takers) will take the new English Language Proficiency Assessments for California (ELPAC) in the spring of 2018. More specifically they will take the annual summative assessment to measure a students' progress in learning English and to identify the student's level of English Language proficiency (ELP). In 18-19 students will only take the ELPAC in accordance with state Education code.

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

~~Reclassification Procedures~~

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

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

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.

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

Strategies for English Learner Instruction and Intervention

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

- ◆ Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study
 - ◆ Strategies for honoring and building upon student's prior knowledge as a key lever for
- ~~Aspire Golden State College Preparatory Academy Charter Renewal Petition (2017-2018) Page 85 of 171~~

- literacy growth
- Daily opportunities for structured oral language practice
- Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies

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

Ongoing Assessment of EL Students

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

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

Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

At the center years of the educational program are the teachers. The faculty will consist term 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. the Charter as follows:

Personalized Learning Plans

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

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

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

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

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

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

SUPPORT FOR ACADEMICALLY HIGH ACHIEVING STUDENTS

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

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.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

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

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

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

SUPPORT

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	Year 5 2030-2031
6	62	64	66	66	66
7	62	64	66	66	66
8	62	64	66	66	66
9	62	64	66	66	66
10	62	64	66	66	66
11	62	62	64	64	64
12	60	60	62	62	62
Total	432	442	456	456	456

Special Education

Plan for Students with Disabilities

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"-IDEA").

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

In the event The Charter School seeks membership in a different state-approved SELPA, ~~The~~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 may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.~~

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~~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~~the Charter School. ~~Any~~a student, who has ~~an objectively identified disability which~~a physical or mental impairment that substantially limits ~~a~~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.

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

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and shall ~~include~~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 ~~IDEIA/IDEA~~ but found ineligible for special education instruction or related services under the ~~IDEIA/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 ~~IDEIA/IDEA~~, a referral for assessment under the ~~IDEIA/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~~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~~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 ~~he/she review~~the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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

Services for Students under the ~~IDEIA~~IDEA

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

~~Aspire~~ 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 ~~extra—curricular~~extracurricular activities the same as their non-disabled peers.

~~Aspire's~~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 ~~Plan (IEP)~~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 ~~Plan~~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 Aspire teachers 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 CCSS, State Standards 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~~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 ~~supports~~support for all students, including English ~~Language~~ Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

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

~~Child Find~~

~~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~~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," ~~each school~~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 ~~Success~~Study Teams ~~addresses~~address student needs and initiate the referral process, if appropriate, for special education or other services.

If a student is eligible for ~~Special Education, Specialized Academic Instruction and Related Services~~504 support their services will be provided as determined in ~~the individual~~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 Plan. To support inclusive classroom practices, flexible learning options~~ 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 environments,~~ 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 as a Learning Center 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 provided for students with specific accommodations or modifications to their learning program as determined in their IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school's Response to Intervention system.~~

its own LEA Member in EDCOE Charter SELPA

~~The Charter School shall participate as an LEA member of and has secured membership in the El Dorado County Office of Education Charter SELPA for the purposes of special education 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~~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.~~ 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 ~~Appendix VIII~~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~~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. 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

~~As required of LEA members within the EDCOE Charter SELPA,~~

The Charter School ~~provides~~makes the following assurances:

- ~~Free and~~ Appropriate Public Education (~~FAPE~~)—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 (~~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~~Program is developed, reviewed and revised for each child who is eligible.
- Assessments—The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student’s parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards—The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards—The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities, as required by the Education Code and the IDEA. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- ~~State Assessments~~—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 in-Education Act (~~IDEA~~), ~~State, all applicable state~~ laws and the ~~EDCOE Charter~~ SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, ~~the Charter~~ SELPA and/or CDE. The Aspire Director of Special Education will involve ~~The~~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~~Senior Manager of Special Education shall be assigned to support ~~The~~the Charter School and to provide coaching support to the ~~site's~~ special education team to ensure that all requirements of ~~IDEA~~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, 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. 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 ~~Charter~~ SELPA, and other organizations with researched based practices that support students with disabilities.

Community Need for Aspire Golden State College Preparatory Academy

Aspire Golden State College Preparatory Academy is rooted in the East Oakland, California community known as Lockwood-Tevis. Oakland's vibrant cultural landscape, shaped by its rich history dating back over 5,000 years to the Ohlone Native People, is one of the most diverse in the nation, with over 125 languages spoken and a population reflecting a mosaic of racial and ethnic backgrounds. GSP reflects and embraces this diversity, with a student body that is 77% Latina/o/x and 16% African American. Over ninety percent of GSP's 400+ students reside within a five-mile radius, and the majority qualify for free or reduced-price meals and/or are English Learners.

GSP plays a pivotal role in the community by providing an inclusive and equitable educational

environment. We prioritize hiring and developing educators who reflect our community's cultural and linguistic diversity, ensuring culturally relevant instruction and fostering a sense of belonging. Our Special Education inclusion model and commitment to leveraging family and alumni networks for recruitment further demonstrate our dedication to serving all students.

While Oakland is rich in cultural diversity and community activism, it also faces significant economic disparities. In the GSP neighborhood, many families face financial barriers, with approximately 95% of GSP students qualifying for free or reduced-price meals. These challenges underscore the importance of GSP's mission: to provide exceptional education that empowers students to excel academically and become catalysts for positive change in their community.

GSP's community school approach includes rigorous, standards-based curricula, high-quality professional development, personalized learning, and comprehensive college and career programming, including a Business and Entrepreneurship CTE pathway. Our small school environment allows staff to deeply understand and support each student, fostering both academic and personal growth.

GSP is committed to closing equity gaps in academic achievement, high school graduation, and college readiness by providing rigorous, high-quality instruction tailored to the needs of our diverse community. We are dedicated to dismantling the "school-to-prison pipeline" and promoting collective liberation through education. This mission aligns with the broader vision of Aspire Public Schools, ensuring that every student is prepared to earn a college degree and thrive in their chosen career path.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

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

Aspire Public Schools Mission

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

Aspire Public Schools Values



- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.

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

Portrait of a Graduate

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

Key Features of a Portrait of a Graduate:

- **Student-Centered**: Focuses on the whole child, including cognitive, social-emotional, and civic development.
- **Community-Informed**: Developed through collaboration with educators, families, students, and community stakeholders.
- **Future-Focused**: Aligns with the demands of a rapidly changing world, including workforce shifts and global challenges.
- **Anchored in Equity**: Often emphasizes equitable outcomes and culturally responsive values.

At the beginning of each the 2025-2026 school year that describes, Aspire GSP published the transferability below Portrait of courses a Graduate:

9th-12th

- **(Justice Seeking Scholar) Critical Thinking and Critical Literacy** – The ability to ~~other~~read the word and the world, analyze information, identify unjust systems, and develop thoughtful, justice-oriented solutions to real-world and community-rooted challenges.
- **(Knowledge of Self and Self-Determination Seeker) Knowledge of Self and Self-Determination** – A grounded understanding of one’s identity, history, values, culture, and strengths, paired with the confidence and purpose to set goals and shape one’s future.
- **(Inclusive Community Caretaker) Community Engagement and Cultural Stewardship** – A deep respect for self and others, paired with an active commitment to building inclusive, accountable, and mutually supportive communities.
- **(Courageous Communicator) Advocacy, Voice, and Confident Communication** – The skill and courage to express oneself effectively, elevate marginalized voices, and lead change through dialogue and ~~public high~~expression.
- **(Compassionate Collaborator) Collaboration, Wellness, and Shared Leadership** – The ability to work with empathy, manage emotions, support self and others’ well-being, and lead with integrity in collective efforts.
- **(Resilient Life-Long Learner) Adaptability, Resilience, and Lifelong Learning** – The capacity to persevere through change, reflect on growth, and pursue learning with curiosity and purpose throughout life.

6th-8th

- (Justice Seeking Scholar) Thinking Deeply and Seeking Justice – Being able to understand and question what you read and observe in the world, spot unfair systems, and come up with smart, fair ways to solve problems in real life.
- (Knowledge of Self and Self-Determination Seeker) Understanding Yourself and Making Choices – Knowing who you are, including your background, values, culture, and strengths. It also means having the confidence and motivation to set goals and take charge of your future.
- (Inclusive Community Caretaker) Helping and Respecting Your Community and Culture – Showing respect for yourself and others, while actively working to create fair, welcoming, and supportive communities where everyone feels included.
- (Courageous Communicator) Speaking Up with Confidence and Purpose – Having the skills and bravery to clearly express your thoughts, stand up for others, especially those whose voices aren't often heard, and use communication to inspire change.
- (Compassionate Collaborator) Working Well with Others and Supporting Well-Being – Being able to work with empathy, handle your emotions, support mental and emotional health (your own and others'), and lead by setting a good example.
- (Resilient Life-Long Learner) Adjusting, Growing, and Always Learning – Being able to keep going during hard times, learn from your experiences, and stay interested in learning new things throughout your life.

Equity Focus

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

We live in a society that provides some groups more or fewer opportunities based solely on

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

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

<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>	● <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>	● <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</u>	● <u>CTE Pathway opportunity</u> ● <u>Work-place learning</u> ● <u>Internships</u>

<u>out of school and on a pathway to the juvenile and criminal justice systems.</u>	● <u>Community-based programming, e.g. Advisory, WIN Period</u>
<u>Engage families as partners in meaningful ways in our work.</u>	● <u>Student Support Teams</u> ● <u>English Language Learning workshops for families</u> ● <u>Student-led family conferences</u> ● <u>Community events</u>
<u>Build the capacity of diverse teams that are more reflective of our students.</u>	● <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>
<u>Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.</u>	● <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>
<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>	● <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>

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

At Aspire Golden State College Preparatory Academy, we are unwavering in our commitment to providing equitable opportunities for all students, families, and staff. Guided by an equity lens, we continuously examine our policies, practices, and systems to ensure that every individual has access to the resources and opportunities they need to succeed. This commitment is rooted in our core values of family, equity, growth mindset, respect/integrity, and purpose/passion.

We recognize that societal inequities grant privilege and access to some while marginalizing others based on factors outside of their control. At GSP, we actively work to dismantle these inequities by cultivating a school environment where diversity is celebrated, belonging is fostered, and anti-racism is integral to our practices.

Our Equity Commitments guide our actions and interactions within our community:

- **We distinguish between equity and equality.** Equity means each student receives the support they need to succeed, not that every student receives the same resources.
- **We create inclusive and rigorous learning environments** that actively engage all students.
- **We disrupt the school-to-prison pipeline** by implementing restorative practices and policies that support, rather than punish, our most vulnerable students.
- **We engage families as meaningful partners** in the educational experience.
- **We build diverse and culturally reflective teams** to better serve our students and community.
- **We foster an open, collaborative, and trusting environment,** understanding that equity work is complex, personal, and challenging.

We are committed to translating these beliefs into action by ensuring high-quality academic programs, nurturing a positive school culture, and delivering an equitable student experience. A cornerstone of this commitment is our focus on stabilizing, developing, and retaining staff through standards-aligned instructional materials and a rigorous professional development cycle. This cycle includes intellectual preparation, grounding in our equity commitments, and ongoing feedback for continuous improvement.

Our vision statement serves as our guiding north star: Our students are critically literate. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, students become leaders, ready to leverage college and careers to enhance their lives and their communities.

At GSP, we are dedicated to being a community where every individual—regardless of race, class, sexual orientation, religion, gender identity, neurodiversity, or disability—can thrive and be celebrated.

We acknowledge that the foundation of schooling in the United States is rooted in a history of white supremacy. To be a school genuinely committed to collective liberation, we must actively recognize and dismantle systems of oppression. We understand this work is challenging and cannot be done in isolation. Therefore, we engage in continuous learning, reflection, and collaboration to challenge oppressive systems within our school and the broader community.

Our commitment to anti-racism and anti-oppression is unwavering. We intentionally identify, discuss, and challenge issues related to race, ethnicity, gender identity, sexual orientation, and other protected identity markers. We acknowledge that every individual is at a different point in their anti-racist journey, and we are dedicated to growing together as a community committed to justice and equity.

Student Population to be Served

Aspire Golden State College Preparatory Academy, a proud community that currently serves 400+ students from sixth through twelfth grade. Our performance narrative includes historical enrollment data.

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

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

<u>Subgroup</u>	<u>Oakland Population (2020 Census)</u>	<u>Oakland Unified School District 2023-2024</u>	<u>Aspire Golden State 2024-2025</u>
<u>Total</u>	<u>436,504</u>	<u>45,086</u>	<u>405</u>
<u>Latina/o/x</u>	<u>26.6%</u>	<u>50%</u>	<u>77%</u>
<u>White</u>	<u>29.0%</u>	<u>10%</u>	<u>1%</u>
<u>Asian</u>	<u>15.9%</u>	<u>9%</u>	<u>0%</u>
<u>Black or African American</u>	<u>21.8%</u>	<u>20%</u>	<u>16%</u>
<u>English Learners</u>	<u>n/a</u>	<u>33%</u>	<u>25%</u>
<u>Students With Disabilities</u>	<u>n/a</u>	<u>16%</u>	<u>17%</u>
<u>Homeless Youth</u>	<u>n/a</u>	<u>7%</u>	<u>1%</u>
<u>Socioeconomically Disadvantaged</u>	<u>n/a</u>	<u>81%</u>	<u>94%</u>

How Learning Best Occurs

Golden State College Preparatory Academy's climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. Our dynamic instructional design empowers students as active participants in their learning, preparing them for college and careers. Through culturally responsive, interdisciplinary, standards-aligned instruction, we promote deep understanding and high academic achievement for our students.

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

A-G aligned to ensure they have access to post-secondary opportunities. We recognize every scholar's unique strengths through an asset-based approach and a commitment to disrupting systemic inequities.

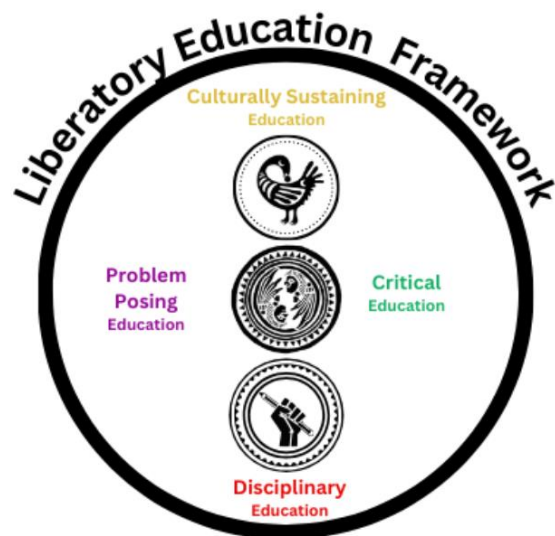
Our curriculum upholds the rigor of California's State Standards, including the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, the English Language Development ("ELD") Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"). We address these standards through a liberatory framework designed to foster identity awareness and criticality. Our equity-based grading system promotes mastery through continuous opportunities for learning and feedback.

At Golden State College Preparatory Academy, we do not just prioritize joy, we center it. Joy is not only embedded in our school climate and culture through our abundance of community events and field trips, but it is also an integral part of learning. Through frequent community events, field trips, and cross-disciplinary exhibition projects, students experience education as joyful, meaningful and are publicly celebrated. This emphasis cultivates a radically hopeful environment for all. This emphasis on joy in learning fosters a positive environment for our students and families.

Golden State College Preparatory Academy offers 180 days of instruction on a modified calendar with a shortened summer recess to mitigate learning loss. Each school day provides all students with access to a rigorous, A-G aligned curriculum, with time for both enrichment and intervention. See Appendix III for a sample calendar and Appendix IV for a bell schedule.

Liberatory Education Framework

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



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

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

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

-University of Illinois Springfield Black Student Union

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

Pedagogies, Practices, and Education Outcomes

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

<u>Pedagogies</u>	<u>Practices</u>	<u>Education Outcomes</u>
<u>Community and Restorative Pedagogy</u>	● <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>	● <u>Interdisciplinary Units</u> ● <u>Graduate Profile Competency and</u>	<u>Culturally Sustaining Education</u>

	<u>Community Centric Practice</u> ● <u>Next Generation College, Career, and Community Pathway Pipelining</u>	
<u>Disciplinary Pedagogy</u>	● <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>	● <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>

Golden State College Preparatory Academy’s Liberatory Education Design Elements

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

1. Culturally Responsive Pedagogy and Practice (Culturally Sustaining Pedagogy)
2. Interdisciplinary Learning Environment Supportive of Student Academic Ownership (Culturally Sustaining Pedagogy)

3. Data-driven Decision Making (Disciplinary Pedagogy)
4. Social Emotional Learning & Behavioral/Mental Health Programming (Community & Restorative Pedagogy; Critical Pedagogy)
5. Small School Community Supports (Community and Restorative Pedagogy)

1. Culturally Responsive Pedagogy and Practice:

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

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

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

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

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

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

2. Thematic Learning Environment Supportive of Student Academic Ownership:

Interdisciplinary instruction involves the study of complex real-world themes that engage deep conceptual content building that meets the demands of our standards. By centering on community and cultural inquiry, it requires us to examine conditions of opportunity, justice, suffering, and liberation across content areas. In the 2025-2026 school during semester 2, we will launch a course interdependent approach to adapting units that align to our newly created Aspire Portrait of Graduate (also known as Graduate Profile). Over the next four academic years, units across all grade levels will adapt to the Portrait of a Graduate. During the 2025-2026 we will start with 9th grade and every sequential year thereafter other grade levels will adapt.

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

Portrait of a Graduate

9th-12th

- **(Justice Seeking Scholar) Critical Thinking and Critical Literacy** – The ability to read the word and the world, analyze information, identify unjust systems, and develop thoughtful, justice-oriented solutions to real-world and community-rooted challenges.
- **(Knowledge of Self and Self-Determination Seeker) Knowledge of Self and Self-Determination** – A grounded understanding of one's identity, history, values, culture, and strengths, paired with the confidence and purpose to set goals and shape one's future.
- **(Inclusive Community Caretaker) Community Engagement and Cultural Stewardship** – A deep respect for self and others, paired with an active commitment to building inclusive, accountable, and mutually supportive communities.
- **(Courageous Communicator) Advocacy, Voice, and Confident Communication** – The skill and courage to express oneself effectively, elevate marginalized voices, and lead change through dialogue and public expression.
- **(Compassionate Collaborator) Collaboration, Wellness, and Shared Leadership** – The ability to work with empathy, manage emotions, support self and others' well-being, and lead with integrity in collective efforts.

- **(Resilient Life-Long Learner) Adaptability, Resilience, and Lifelong Learning** – The capacity to persevere through change, reflect on growth, and pursue learning with curiosity and purpose throughout life.

6th-8th

- **(Justice Seeking Scholar) Thinking Deeply and Seeking Justice** – Being able to understand and question what you read and observe in the world, spot unfair systems, and come up with smart, fair ways to solve problems in real life.
- **(Knowledge of Self and Self-Determination Seeker) Understanding Yourself and Making Choices** – Knowing who you are, including your background, values, culture, and strengths. It also means having the confidence and motivation to set goals and take charge of your future.
- **(Inclusive Community Caretaker) Helping and Respecting Your Community and Culture** – Showing respect for yourself and others, while actively working to create fair, welcoming, and supportive communities where everyone feels included.
- **(Courageous Communicator) Speaking Up with Confidence and Purpose** – Having the skills and bravery to clearly express your thoughts, stand up for others, especially those whose voices aren't often heard, and use communication to inspire change.
- **(Compassionate Collaborator) Working Well with Others and Supporting Well-Being** – Being able to work with empathy, handle your emotions, support mental and emotional health (your own and others'), and lead by setting a good example.
- **(Resilient Life-Long Learner) Adjusting, Growing, and Always Learning** – Being able to keep going during hard times, learn from your experiences, and stay interested in learning new things throughout your life.

Through these skills/competencies described in the Portrait of a Graduate, teachers design inquiry-based academic challenges that integrate big ideas and center student agency. Each thematic unit culminates with a social justice performance task that assesses mastery of content, which showcases the students' creativity. Educators receive support in planning cohesive unit plans that bridge opportunity gaps and reveal the interconnectedness of subject areas. Instead

of teaching disciplines in isolation, faculty collaborate so students can apply their skills across varied contexts. This idea anchors into the interdisciplinary pedagogy on the instructional level.

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

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

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

<u>Teaching Methods</u>	
<u>Reading Comprehension Strategies</u>	<u>Literature Circles</u> are structured group discussions of a book or other piece of literature, similar to a book club, but for young people. Literature Circles provide students with the opportunity to engage in critical thinking and reflection, as well as build reading comprehension. <u>Close Reading</u> 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.
<u>Integrated and Designated English Learner Development</u>	<u>Integrated and Designated English Learner Development strategies</u> 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.
<u>Academic Discourse</u>	<u>Academic Discourse</u> promotes the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to a whole-class discussion which provides daily opportunities for students to engage in protocols that support discussion to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Debates, Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write. What is imperative is that students are able to process and interact with the academic vocabulary.
<u>Building Academic Vocabulary</u>	<u>Building Academic Vocabulary</u> provides regular, ongoing opportunities for scholars to strengthen tier 2 and tier 3 (content-specific) vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition. Academic vocabulary knowledge prepares students to take on grade-level content and succeed in school and beyond.
<u>Flexible Grouping</u>	<u>Flexible grouping</u> within the classroom provides differentiated support. For example, pedagogical support might include literacy support,

Teaching Methods

tutoring across subject areas, and multilingual learning support. Golden State College Preparatory Academy utilizes flexible groupings in the classroom to target materials based on students' needs. The teacher collaborates with the reading interventionist or instructional aides regarding instruction for small groups of students needing more specific support.

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

3. Data-driven Decision Making:

Golden State College Preparatory Academy uses a systematic, evidence-based approach to data-driven instruction by **collecting, analyzing, and responding to diverse student data**. This ensures our teaching practices are responsive, equitable, and effective across both middle and high school grade levels.

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

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

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

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

<u>Types of Assessments</u>		
<u>Universal Screeners</u>	<u>Diagnostic Assessments</u>	<u>Summative Assessments</u>
<u>Universal screeners are used to:</u> ● Provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1 ● Identify students who may benefit from Tier 2 and Tier 3 support <u>Aspirewide required:</u> ● <u>i-Ready, initial ELPAC</u> ● <u>Currently, we do not have an Aspire-wide universal screener for CA NGSS and ELD Standards</u>	<u>Diagnostics are used to:</u> ● Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring <u>Aspirewide required:</u> ● <u>i-Ready (domain and instructional reports)</u> ● <u>IABs</u>	<u>Summative assessments will be used to:</u> ● Benchmark student performance relative to what students need to be successful on the content standards assessed ● Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals <u>Aspirewide required:</u> ● <u>SBAC/CAA</u> ● <u>CAST</u> ● <u>Summative ELPAC/ Alt. ELPAC</u> ● <u>PFT</u> ● <u>Unit Summative Assessments</u>

<u>Formative Assessments</u>	<u>Progress Monitoring</u>
<u>Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions.</u> <u>Examples of Formative Assessments: Exit tickets, curriculum embedded assessments, IABs</u>	<u>Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.</u> <u>Examples of Progress monitoring: Plan-Do-</u>

4. Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:

Social Emotional Learning

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

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

As a part of the interdisciplinary approach to teaching, SEL is interwoven in the instructional day. SEL competencies and themes from the RULER curriculum are integrated throughout the school day and explicitly taught during the Advisory block. The Advisory block features the use of circles for relationship and group identity-building, as well as for restoration of community. In addition, smaller groups of students are organized for 6-8 week blocks to support more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

Mental Health Programming

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

5. Small School Community Supports:

At Golden State College Preparatory Academy, our small school allows us to foster a strong sense of connection among students, families, and staff. Students thrive in smaller learning communities where they are known, seen, and supported—one of our school’s core commitments. One of our key aims is for each student to be known, seen, and valued by our faculty. This personalized approach is foundational to our model and is reflected through small class sizes, Advisory, WIN Period, and our co-teaching inclusion practices.

With a small school, teachers have the capacity to build meaningful relationships and provide targeted academic support. Daily interactions, such as threshold greetings and informal check-ins during passing periods, lunch, or office hours, create consistent touchpoints that nurture student-teacher relationships. We strive to maintain a 30:1 student-to-teacher ratio in grades 6–12, further supported by dedicated homeroom and advisory structures.

Starting in sixth grade, when they enter Golden State College Preparatory Academy, each student joins an advisory group of approximately 30 peers, guided by a dedicated advisor. These groups ideally remain intact for multiple years, fostering a consistent and supportive environment. Advisors serve as liaisons between school and students’ broader lives—families, extracurriculars, and support systems—and lead regular community-building activities to strengthen students’ social-emotional and academic networks.

One hallmark of our personalized approach is the “What Is Needed” (WIN) Period, a 55-minute daily block designed to meet students’ academic needs and interests. This flexible period offers individualized support, targeted small-group instruction, adaptive online learning, and enrichment opportunities. Students may receive interventions, participate in electives, engage in credit recovery, or work on cross-curricular exhibition projects. Learning specialists and general educators collaborate to ensure all students, including those with IEPs, receive appropriate support. The WIN Period fosters academic ownership by encouraging students to set goals, work independently, and manage their progress with teacher guidance.

Additionally, our Expanded Learning Program for grades 6–8 extends learning beyond the traditional school day and calendar. It provides students with access to enrichment activities—such as culinary arts, coding, sports, and visual arts—and offers 30 additional days of nine-hour programming during school breaks. For high school students, we are expanding our offerings through a newly awarded ASSETs (After School Safety and Enrichment for Teens) federal grant, which will support academic and enrichment programming in grades 9–12.

Our Commitment to a Liberatory Learning Environment

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

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

Curriculum and the

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

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

	<u>Learner ("MLL") supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</u> <u>Grades 6-12 use CommonLit curriculum. CommonLit curriculum, specifically referred to as "CommonLit 360", is a comprehensive English Language Arts curriculum designed for grades 6-12 that offers a full year of reading, writing, vocabulary, grammar, discussion, and related media lessons, aiming to provide a supportive and engaging learning experience for students across various reading levels; it is considered evidence-based and standards-aligned, with a focus on diverse texts and accessibility features like text-to-speech and translation tools.</u> <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>
<u>Social Science:</u>	<u>Golden State College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</u> <u>Golden State College Preparatory Academy's history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at secondary level include primary sources, historical literature, Document Based Questions (DBQ's) and a variety of non-fiction texts as recommended by the Common Core State Standards.</u>

Mathematics:

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

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

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

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

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

	<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> <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>
Science:	<u>Golden State College Preparatory Academy’s instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.</u> <u>Golden State College Preparatory Academy’s science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas (“DCIs”): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices (“SEPs”) and Cross-Cutting Concepts (“CCCs”).</u> <u>Grades 6-11 used OpenSciEd. OpenSciEd is a Next Generation Science Standards aligned curriculum that utilizes a storyline approach- a logical sequence of lessons that are motivated by students’ questions that arise from student interactions with phenomena. The units provided by the curriculum are the base for interdisciplinary instruction. The units and topics that are taught throughout grade levels and disciplines are the following:</u> <u>Middle School</u> ● <u>Sixth Grade: Light and Matter, Thermal Energy, Weather, Climate, and</u>

	<u>Water Cycling, Plate Tectonics and Rock Cycling, Natural Hazards, and Cells and Cell Systems.</u> ● <u>Seventh Grade: Chemical Reactions and Matter, Chemical Reactions and Energy, Metabolic Reactions, Matter Cycling and Photosynthesis, Ecosystem Dynamics, and Earth Resources and Human Impact.</u> ● <u>Eighth Grade: Contact Forces, Sound Waves, Forces at a Distance, Earth in Space, Genetics, Natural Selection and Common Ancestry.</u> <u>High School</u> ● <u>Biology: Ecosystem Interactions and Dynamics, Ecosystems: Matter and Energy, Inheritance and Variation of Traits, Natural Selection and Evolution of Populations, Common Ancestry and Speciation.</u> ● <u>Physics: Energy Flow from Earth's Systems, Energy Forces and Earth's Crust, Collisions and Momentum, Meteors, Orbits and Gravity, Electromagnetic Radiation, Stars and the Big Bang.</u> <u>Aspire Golden State College Preparatory Academy also offers Anatomy and Physiology as an elective course which uses inhouse created materials that are aligned to state standards.</u>
<u>Spanish/Second Language</u>	<u>Golden State College Preparatory Academy's Spanish language course develops students' skills with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking dialects and cultures. Most of our scholars successfully pass the Advanced Placement Spanish Language Exam.</u>
<u>Visual and Performing Arts</u>	<u>Golden State College Preparatory Academy believes that participation in the arts are essential to each student's development. The arts are integrated into interdisciplinary units to inspire and deepen learning experiences. Visiting artists also provide special programs in the arts. Golden State College Preparatory Academy offers on-campus art electives and works to establish partnerships with local arts organizations and colleges to provide additional programs for students.</u>
<u>Social Emotional Learning (SEL)</u>	<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,</u>

	social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence: • The Classroom Charter: Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings. • The Mood Meter: The Mood Meter is a two-axis grid used to show students' levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions. • The Meta--Moment: This tool is a process for responding to emotional situations that could cause reactive emotions. This practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision. • The Blueprint: As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others' perspectives and respond to a situation in consideration of how others are feeling. Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.
Health/Sex Ed:	Golden State College Preparatory Academy helps students develop an understanding of the importance of health, nutrition and Sex Ed through classroom instruction, selected special programs, and collaborations with local health agencies. Health instruction follows the California Health Framework.
Physical Education (PE):	Golden State College Preparatory Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE

	<u>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.</u>
<u>Career Technical Education</u>	<u>Golden State College Preparatory Academy has one existing Career Technical Education pathway – Business & Entrepreneurship. Business & Entrepreneurship, Health, and utilities pathways have been identified as regional priorities in the Bay Area Community College Consortium (“BACCC”) Regional Plan because of the importance of “building, expanding, upgrading, and maintaining the built environment” for all other industries in the region.</u> <u>Golden State College Preparatory Academy increases the opportunities for students to earn college credits through its partnership with the Peralta Colleges by providing t dual-enrollment courses which serve as additional Business & Entrepreneurship courses to prepare them for the Business & Entrepreneurship Certificate if they choose to continue.</u> <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>

Interventions and Enrichment

Interventions

Golden State College Preparatory Academy’s academic program acknowledges the diversity in student learning by leveraging comprehensive data to inform instruction. The school aims to provide systematic and proactive support to all students by using the Multi-Tiered System of Supports framework, which allows us to center those who demonstrate academic, social-

emotional, or behavioral challenges. Student support and progress is monitored regularly to assess next steps. The MTSS framework is composed of three tiers of support:

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

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

<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
● <u>Additional instructional time</u> ● <u>Differentiated instruction</u> ● <u>Various options to demonstrate mastery</u> ● <u>Flexible groupings</u> ● <u>Additional exposure to the information and language being presented in the lesson</u> ● <u>What I Needed (WIN) Period</u> ● <u>Progress reports to parents/guardians</u> ● <u>Planner checks</u>	● <u>Group and individual counseling</u> ● <u>Parent meetings</u> ● <u>One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs)</u> ● <u>One-on-one check ins with a culture team member and/or mentor</u> ● <u>Peer tutoring</u>	● <u>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)</u> ● <u>A higher level of strategic collaboration and coordination</u>

● <u>Instructional Aide support</u> ● <u>Focus on accelerating student progress and meeting student needs</u> ● <u>Opportunities for breaks as needed</u> ● <u>Social and emotional learning, e.g. during Advisory</u> ● <u>Positive Behavioral Interventions and Supports ("PBIS")</u> ● <u>Teacher office hours for tutoring</u>	● <u>Additional focused assignments targeting areas of need</u> ● <u>Behavior contracts</u> ● <u>Clean weeks (opportunities to reduce Reflections)</u> ● <u>Alternatives to suspensions</u>	<u>among the team (general and specialized) providing services to each student</u> ● <u>What I Need Period</u>

Academic Interventions and Supports

GSP's academic program is driven by data-informed decision-making to provide effective and personalized support:

- What I Needed (WIN) Periods are embedded in the schedule, offering targeted pre-teach and reteach opportunities, as well as intervention blocks and credit recovery.
- AVID (Advancement Via Individual Determination) enhances college and career readiness.
- IXL and i-Ready are utilized as personalized learning platforms, particularly in middle school intervention classrooms for Math, Reading, and Science, ensuring that instruction is both blended and customized to individual student needs.

Social-Emotional and Behavioral Supports

To foster a safe, predictable, and responsive learning environment, GSP employs a comprehensive behavior wellness approach:

- The Behavior Wellness Team (BWT), led by Deans of Students and the Assistant Principal, provides targeted interventions based on attendance, behavior, and academic data. This team emphasizes positive, preventative programming and social-emotional learning.
- Restorative practices and PBIS create a structured and supportive school culture that emphasizes relationship-building, accountability, and positive behavior reinforcement.

English Learner Support

A significant portion of GSP's student body is composed of English Learners. We are dedicated to their academic success through:

- Designated and Integrated English Language Development instruction aligned with CA ELD standards, using English 3D and EL Achieve curricula.
- Annual Multilingual Learner Program Evaluations and mid-year progress monitoring using internal assessments (e.g., i-Ready) to inform instructional shifts.
- An ELD Lead Teacher provides ongoing professional development and coaching to ensure instructional excellence for ELs.

Special Education and Inclusion

GSP implements a full inclusion Special Education model to create an equitable learning environment:

- Shared decision-making and collaboration among general education and special education staff enhance the effectiveness of instructional practices.

- Weekly meetings with the Special Education team, led by a SPED Program Specialist and Lead Ed Specialist, focus on data analysis, progress monitoring, and capacity building.
- Professional development and coaching ensure alignment with Aspire’s SPED model and enhance staff proficiency in modifying core curriculum for students with IEPs.

Student Support Team

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

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

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

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

Enrichment

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

Technology as a Tool of courses to meet college entrance requirements. Aspire's current plans and expectations regarding course transferability and eligibility for college entrance

At Golden State College Preparatory Academy, technology is used as a tool for research, communication, and production—just as it is in everyday life. A combination of laptops and chromebooks are available for student use. Students exercise their higher-order thinking skills through simulations and presentations. Our approach to technology integration focuses on three key areas: research, communication, and production. Through purposeful use of digital tools, students engage in authentic learning experiences that develop their critical thinking, creativity, and collaboration skills.

Communication and production skills are exercised through electronic mail and publishing. Lastly, research skills are exercised through the use of electronic references, including the Internet.

Digital Literacy and Blended Learning

GSP utilizes a blended learning model to support students' digital literacy and inquiry skills, seamlessly integrating technology into daily instruction. Classrooms are equipped with Chromebooks, enabling students to:

- Conduct research using reliable electronic references, including academic databases and the Internet.
- Enhance communication and production skills through digital presentations, electronic mail, and online publishing.
- Develop higher-order thinking by participating in simulations and interactive learning experiences.

Since returning from Distance Learning, GSP has strategically implemented this blended model to help students transition back to traditional in-person settings while maintaining the benefits of digital engagement.

Personalized Learning with IXL and i-Ready

To provide targeted support and personalized instruction, GSP utilizes the following digital tools:

- **IXL:** An adaptive online platform supporting Math and Reading for grades 6-10. IXL delivers personalized learning experiences aligned to both grade-level standards and foundational skills, ensuring each student receives the support they need to succeed.
- **i-Ready:** This blended learning tool provides personalized, adaptive online instruction tailored to each student's academic readiness. i-Ready empowers students to engage with standards-based learning activities at their own pace, promoting both academic growth and engagement.

Strategic Decisions for Online Learning

While GSP does not offer fully digitized academic courses, the integration of IXL and i-Ready ensures that students benefit from adaptive technology without compromising the quality of in-person instruction. Additionally, GSP no longer offers

online credit recovery through Edgenuity as of the 2023-2024 school year, reflecting our commitment to maintaining rigorous and high-quality educational experiences.

Preparing Students for the Future

By embedding technology into our academic program, GSP equips students with the digital literacy and problem-solving skills necessary for success in college and beyond. Our strategic approach to technology ensures that students are not only consumers of information but also creators and innovators in a digitally connected world.

Plan for English Learners

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

Home Language Survey

Golden State College Preparatory Academy will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

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

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

- Initial Assessment ("IA")

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

- Summative Assessment ("SA")

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

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

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

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

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

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

Reclassification Procedures

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

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

the Western Association of Aspire Public Schools offers two programs by default:

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

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.²⁷

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

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

²⁷ "ELD Framework (2014), Chapter 2, Figure 2. California Department of Education."

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 LTEs and some Newcomers, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or Academic ELD. These Designated ELD courses correspond to students’ EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

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

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

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”²⁸

Monitoring and Evaluation of Program Effectiveness

and Colleges (WASC) and to ensure 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.

²⁸ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.
Aspire Golden State College Preparatory Academy Charter Renewal Petition 2026-2031

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

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

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

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

Support for All Students

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

Youth Supports for Foster and Homeless Youth

GSP is dedicated to supporting Foster Youth and students experiencing homelessness in compliance with the McKinney-Vento Homeless Assistance Act, ensuring equitable access to education. Our Administrative Designee serves as the liaison for these students, coordinating identification, immediate enrollment, and resource distribution. Reserved funds are allocated to provide essential support, including clothing, transportation, school materials, medical assistance, tutoring, and other allowable expenses.

To maintain compliance and effectiveness, the Administrative Designee receives annual training and ongoing support from the Aspire Bay Area Regional Director of Student Services.

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

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

Students who Perform Academically Low

Golden State College Preparatory Academy sets high expectations for all students and is committed to working with students who are not meeting grade level outcomes to support moving them towards mastery. Students who perform below proficiency on our universal screeners may receive a mix of intervention services, including but not limited to: in-class targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention are grounded in proven best practices and may be designed by the educator or a research-based program. During the school day, students who are identified with foundational literacy gaps in decoding are provided strategic, explicit instruction. Additionally, in the Expanded Learning program, students are offered individualized tutoring services four times per week in math and reading through Sylvan Learning Partnership and other programs.

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

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

Students who Perform Academically High

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

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

High School Program

Alignment with California state standards and UC A-G requirements~~graduate with~~

All secondary courses are aligned to the adopted State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California/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.~~California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.~~

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 [Section 51225.3](#)). The requirements will be included in all handbooks and will be available in the ~~school~~ [Charter School](#) office.

High School Graduation Requirements: ~~PRESCRIBED COURSE~~

[Education Code Section 51225.3 specifies that students must pass a minimum set of ~~Study~~](#)

[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 ~~a designated number of credits.~~ 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	~~30~~ 20	1 year of World History; <u>and</u> 1 year of US History; ~~1 semester each of US Government & Economics.~~
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: ~~Algebra~~ Integrated Math 1, ~~Geometry, Algebra~~ ~~Integrated Math 2.~~ <u>Geometry is required, and</u> <u>Integrated Math 3.</u> UC validation rules are in effect but 30 credits still be earned. ~~For the Classes of 2016 and 2017, if Algebra 1 was completed in middle school, total required high school credits is 20.~~ 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical, <u>environmental</u> and biological ~~science;~~ ~~Biology/life sciences;~~ <u>biology/life sciences</u> 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. <u>UC/CSU validation rules</u> ~~are~~ <u>applies: a higher level course with a C- or better may validate lower level prerequisites OR a demonstrated proficiency in effect but 20 credits must still be earned</u> <u>world language through alternative means, such as proficiency exams, which may include AP exam scores.</u>
F. Visual & Performing Art	10	The 10 credits must be in the same ~~form of~~ <u>UC a-g art-discipline (music, dance, theater, visual art, interdisciplinary art)</u>
G. Electives	~~4040~~	Courses can be ~~an additional year~~ <u>credits</u> in any of the ~~A-GUC~~ <u>a-f courses listed above, or can be an A-G in courses approved "g" for the UC G elective category.</u>
<u>US Government and Economics</u>	<u>10</u>	<u>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.</u>
~~Other Academic Electives~~ <u>Ethnic Studies</u>	~~555~~	~~Courses can be additional years in any of the A-G courses listed above, labs which extend A-G courses, academic support courses, non A-G courses which are academic in nature, and additional Advisory course work. Courses such as PE and other non-academic courses do not satisfy this requirement.~~ <u>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)</u>

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 <u>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.</u>
~~Technology~~ Total	~~5~~ Minimum 210	~~May waive by juried assessment; if waived, credits substituted by another college preparatory~~ 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) <u>do not count more than once toward the 210 credit requirement.</u>

Total	240	~~Credit is earned for grades of C- of higher only. Courses that offer credit multiple areas (i.e., tech and UC elective) do not count more than once toward the 240 credit requirement.~~

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

~~HIGH SCHOOL GRADUATION REQUIREMENTS: ADDITIONAL REQUIREMENTS~~

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 <u>12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).</u>

College Credits/Units	Students must take at least 5 college courses, for a total of at least 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the Other Academic Elective or A-C requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e., auto tech, wood shop, graphite design, etc.) Students must complete a minimum of 2 college-level courses with D- or better. 3 courses encouraged. CSU/UC transferable courses preferred.	
	College Entrance Exams	Students must apply for and take the prescribed college board entrance examinations.
Post Secondary and College Applications	Students must apply to at least ~~three (3)~~ <u>one post-secondary institution (2-year, 4-year colleges, CTE, or universities (in addition to or instead of community colleges). This requirement is reduced to 1 for a student who applied and is accepted to a 4 year college through a binding Early Decision accredited program.)</u> to learn the application process.	
College Financial Aid	Students must ~~apply to at least one (1) scholarship and/or~~ complete the FAFSA-, <u>California Dream Act Application, or Financial Aid Opt Out Form.</u>	
College acceptance Grade Point Average	Students must ~~be accepted to maintain a 4-year university~~ <u>grade-point average of 2.0 or higher.</u>	

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 **The a-g requirements are the minimum requirements for admission into the California CSU or University of California UC system.**~~

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

~~Golden State College Preparatory Academy shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Golden State College Preparatory Academy that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].~~

Graduation ~~Requirements~~ 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 ~~aan~~ Aspire waiver of one or more ~~required courses~~ requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program.

~~An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student’s ability, including: limited course offerings, late transfer into an Aspire school, etc.~~

~~Waiver of graduation requirements is determined by the LEAD SUPERINTENDENT FOR SECONDARY EDUCATION.~~

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

- ~~1. Request shall be initiated by the parent, student, Aspire counselor, OR SPECIAL~~

~~EDUCATION TEAM MEMBER:~~

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

Early Graduation

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

Earning a Diploma

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

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

Retroactive Diplomas

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

Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities

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

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

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements [Education Code Sections 56390-56392].

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

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

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

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

Certificate of Completion

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

There are many reasons this may happen:

- To honor a student’s completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high

school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

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

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.

<u>Criteria for Grades</u>												
<u>A+</u>	<u>A</u>	<u>A-</u>	<u>B+</u>	<u>B</u>	<u>B-</u>	<u>C+</u>	<u>C</u>	<u>C-</u>	<u>D+</u>	<u>D</u>	<u>D-</u>	<u>F</u>

<u>Exceeding the grade-level standards</u>	<u>Meeting the grade-level standards</u>	<u>Approaching the grade level standards</u> <u>(Students has key gaps in their understanding)</u>	<u>Not met the standards</u> <u>(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 Golden State College Preparatory Academy, being college and career ready transcends traditional academic achievements; it encompasses a comprehensive preparation that ensures students are equipped for success in higher education and in the workforce. Our school's multifaceted approach includes rigorous academic preparation aligned with California A-G requirements, immersive work-based learning experiences like internships and job shadowing, and robust support systems including postsecondary advising and career counseling. This preparation ensures that every student develops the critical skills needed for navigating future educational and career paths successfully.

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

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

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

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

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

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually-distributed Student/Parent Handbooks. The Handbook is in both English and Spanish

and available to all families. Additionally, knowing that not all our families are reading literate, Aspire Golden State College Preparatory, offers workshops, orientations, and Principal/Family Chats at the beginning of the year by the administration, and throughout the year by college and academic counselors in both English and Spanish to inform families of our instructional program, post-secondary success program, and our graduation requirements.

Western Accreditation of Schools and Colleges

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

Aspire Golden State College Preparatory Academy is on a six year accreditation cycle which will expire in June 2030, with a mid-cycle visit during the 2026-2027 school year.

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

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

Counselors also identify students who are falling behind in coursework and then leverages support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class.

Credit recovery options are several and include: re-taking the course at ~~the Charter School~~ GSP, taking the class on-line or from an ~~on-line or~~ 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.~~

Linked Learning and Pathways

Additionally, we are undergoing a probationary year of Measure N funding in which we are

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

A TYPICAL DAY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A Typical Day

Middle School

On average, Jorge arrives around 8:10am, dropped off by either his brother or his father to school at GSP. Once on campus, Jorge likes to converse with his friends, and sometimes he finishes any schoolwork he still has to complete before the school day starts. If a staff member has a task or errand to be completed, Jorge will volunteer to help out if necessary.

At 8:30am, Jorge joins Mr. Libson for their Advisory class. The tasks Jorge and his classmates are asked to do vary depending on the day. On most days, students review the Advisory slides provided with announcements, and SEL check ins. During historical and heritage months, students may be asked to learn about or research about people, events and careers. Every Tuesday is dedicated to at least 10 minutes of silent reading or completing any make up work they have for their classes. On Fridays, students play Kahoot or Blooket for community building or to engage with historical and heritage months or even to review science material for upcoming assessments.

After Advisory, Jorge heads off to Miss Cornett's class for History. When Jorge arrives to History class for first period, he goes to his assigned seat and begins working on the Do Now projected on the board. When students complete the Do Now and Miss Cornett has taken attendance, the class reviews the Do Now and shares their responses to the prompt. Jorge always volunteers to contribute in class and share his thoughts and opinions. After the Do Now, students listen for instructions about the plan for the day. Miss Cornett's class has a variety of tasks and skills that students practice and master throughout the year including, geography skills, critical reading strategies such as annotation and writing in the margins to better understand the texts presented in class, vocabulary practices such as the Frayer model, and focused note-taking using the Cornell note structure.

Currently Miss Cornett's class is learning about media literacy, fact-checking and verifying sources through readings, and practice activities where students identify whether sources or news stories are trustworthy or not, or follow journalistic

standards. During the introduction of a new skill, such as identifying misinformation or bias, students will read and annotate as a class while Miss Cornett projects the reading on the board and explains further by giving examples and making connections to relevant, current events to help clarify the information. Students are also free to ask any questions for clarification or to learn more about the topic being presented. After students have completed the reading, they are asked to do a practice hand out with fictional news stories before moving on to complete their own internet investigation with real news sources and articles. Students are encouraged to collaborate with their peers but may work independently if they choose. Miss Cornett is readily available to help students who need assistance.

Jorge appreciates the availability of assistance from Miss Cornett and the freedom to work with his friends. He really likes the content that is currently being taught because he feels that it's important for students to learn so that they can make more informed decisions as adults and will be well-prepared to avoid being misinformed by the media and news they consume. Jorge also likes to peer-review notes and assignments with classmates because he thinks it's a great way to collaborate and check his answers.

After History class, Jorge makes his way down the open air hallways of GSP to his English class with Ms. Cooks. In English, Ms. Cooks has students complete a Do Now before distributing a packet from their CommonLit curriculum. Students are expected to work independently, but can ask for support from Ms. Cooks or Ms. H, however Jorge rarely feels like he needs it. Their current focus in English is around Black History Month and important figures and their contributions to Black History.

For middle school, third period is an elective block where students are either in ELD, Reading Intervention or for some 8th grade students, like Jorge, the AVID Elective led by Miss Cornett. AVID is a class where students learn skills to become college and career ready. The main tenets of AVID are WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Students in AVID engage in rigorous work daily that coincides with the WICOR tenets, helping students hone their critical thinking skills and study habits.

In AVID, students are expected to sit in their assigned seats and work on a Do Now at the beginning of class. Sometimes if further explanation is needed, Miss Cornett will guide the Do Now before students share out. This year in AVID, Jorge's class has practiced their levels of inquiry using Costa's Levels of Questioning, organization through Binder Checks, engaged in academic discourse through Philosophical Chairs and Socratic Seminars and just recently completed career exploration and research that they will then present to their classmates in AVID.

Many of the skills Jorge has learned in AVID he uses in his other classes, such as focused note-taking, critical reading strategies and practicing using academic language when posing questions or presenting information. Sometimes the GSP College and Career counselors join the AVID class to present opportunities for the students to participate in such as Boost Haas through U.C. Berkeley, SEO Scholars, and the Raising Leaders Program where students are offered workshops and internships. Jorge enjoys the opportunities and programs offered through AVID, having academic discourse with his classmates, and researching about certain topics. Just like in History class with Miss Cornett, Jorge appreciates her

availability to offer assistance, clarify information and support students in their growth and learning while also getting to collaborate with his peers regularly.

After AVID, it's lunchtime! During lunch, Jorge sometimes goes to visit Ms. Carroll and Ms. Silvia to receive a school-provided lunch, but sometimes he stays in Miss Cornett's classroom to hang out with classmates or to complete work in a fun and quiet environment.

On alternating days after lunch, Jorge may find himself either in Mr. Lazaga's P.E. class or Mr. Young's art class. Mr. Lazaga's class is split into two sections: taking focused notes while Mr. Lazaga explains through a slideshow, such as human anatomy followed by physical activity in the gymnasium. Physical activities can include team volleyball, or a free space where students have autonomy to choose their own activities such as: soccer, basketball, volleyball, or badminton. At the end of each grading quarter, students participate in a physical fitness exam. Jorge really enjoys the split style of class where he gets to take notes and learn new information, but also has time to participate in the physical activities during class. Jorge thinks Mr. Lazaga is fun and engaging and likes to create a fun environment for students.

When Jorge attends Mr. Young's art class, students start with a Do Now which might be a still life or a free drawing activity. After the Do Now, Mr. Young teaches students art-specific vocabulary such as gesture, form and shape. Students have been learning and practicing how to draw different parts of the body and apply gestures to human drawings to make them seem more animated. Jorge enjoys the fun drawing and the challenge of new and more difficult tasks.

When 5th period rolls around Jorge makes his way to Mr. Brown's 8th grade Math class.

In Math class, students are expected to be prepared and ready to learn. Do Nows are spent preparing and reviewing SBAC content for the upcoming state-standardized tests that students will be completing in May. Mr. Brown explains the method to solve the problems presented to students, such as solving linear equations with rational coefficients then students will attempt to solve a problem on their own. Afterwards, Mr. Brown will review the correct way to solve the practice problem while students correct their work. If Mr. Brown finishes the lesson early, students may start on their homework in class and ask for additional support. Jorge feels that the content is well explained by Mr. Brown and easy to grasp.

At the end of Jorge's school day he rejoins Mr. Libson for Science class. In Mr. Libson's class, Jorge and his classmates experience a truly masterful experience with Mr. Libson's lessons, including building molecules, learning about chemical and physical changes and hands-on work. Their class has been able to even do some experiments such as how incandescent lighting works through alligator clips, a 9 volt battery and Christmas lights. Mr. Libson also has a structured vocabulary routine where students explore their vocabulary by learning about the etymology of their words, roots, prefixes and suffixes, synonyms and antonyms, draw a visual representation and use the word in a sentence three times. Jorge likes the demonstrations that Mr. Libson creates, and the workstations with partners. He also likes the material that is taught and the way Mr. Libson presents lessons and creates an engaging environment for students to explore and enjoy science.

After school, Jorge attends the After School Program run by Ms. Erika, Ms. Monica and Ms. Valeria. Students are expected to meet at the lunch tables to take attendance and have supper. Afterwards, depending on the day, students have the option of homework time, or free time to play with sports equipment and their peers. On Tuesdays, the girl students attend sessions with the Girl Scouts and boys will go to Mr. Young's class for a boys group dedicated to creating a friendship and brotherhood amongst themselves. Students can share personal stories and how they have overcome obstacles in this space. Jorge really appreciates the time, care, and support that is given by the teachers in the After School Program to provide a safe and productive space. Jorge also appreciates that they offer field trips and fun activities to broaden students' life experiences.

High School

Daniela is in her second year of high school at Aspire Golden State College Prep. She has been at GSP both years of her high school career so far and she appreciates the welcoming environment and support that she has received from all of the teachers and staff she has built relationships with so far and is excited to continue preparing for college and career for the next few years.

Every morning, Daniela gets dropped off at the front gate and greets campus monitors Jacquie, Lupe, and Ricky. She likes hanging out with them as they conduct uniform checks and supervise student dropoff to ensure all students are arriving safely and ready to begin their day productively.

At the 8:25 a.m. bell, Daniela says goodbye to the campus monitors and heads to her advisory class with Ms. Sar. She says hello to the rest of her classmates, which include a variety of 9-12th graders, because her advisory is also the Leadership Class. With Pi Day coming up on March 14th, students are planning the annual Pi Day fundraiser where students get the opportunity to throw a plate of whipped cream at their favorite teacher in order to raise money for each grade level's class funds. Pi Day is just one of the many activities the Leadership Class has established in the past few years of its existence. Daniela's favorite activity to collaborate on is the annual homecoming rally where each grade level creates a themed float to celebrate their class spirit. They also create a t-shirt design to go with the float's theme which debuts at the Friday rally during the homecoming week. At the rally, students watch their peers compete to see which class has the most spirit via a series of games and challenges such as a balloon popping relay race and tug-of-war.

After advisory, Daniela heads off to see Mr. Morgan, one of GSP's founding teachers, who is still teaching history 10+ years later. Daniela sees Mr. Morgan twice a day since he is her APUSH teacher as well during sixth period. This first period is more of a study hall for APUSH students where they get to review content they are studying, practice their writing on DBQs (document based questions), and practice taking multiple choice questions in preparation for the AP US History test taken in May. Daniela takes full advantage of all the robust programming GSP has to offer and taking Mr. Morgan's AP class is just one of the many opportunities Daniela has chosen to challenge herself with. She hopes that she will be one of the students who receives a 4 or 5 on the AP US History exam so she can go into a four year college in two years with some college credits already under her belt.

Daniela then goes to her next class, Integrated Math 2, with Mr. Garcia. Though this is Mr. Garcia's first year teaching at GSP, he is no stranger to the hallways - he is a proud alumni of GSP having graduated with the class of 2020! Daniela feels especially confident that she can do well in Mr. Garcia's class since she is used to his style of teaching; Mr. Garcia completed the Aspire Teacher Residency program with Alder Graduate School of Education last year with Ms. Sar, the 9th and 12th grade math teacher, who is an Alder alumni herself and has been part of the GSP community for 8 plus years. Mr. Garcia was a co-teacher for Daniela and her classmates when they were freshmen last year so students know his high expectations and are comfortable asking questions when they need more explanation of the subject.

For her third period class, Daniela heads to her English 2 class with Ms. Delgado, another Alder alumni who also completed the teacher residency program and loved the GSP community so much she decided to stay after completing the residency. Daniela and her classmates are learning about the connection between science fiction and social commentary and have been reading texts where authors use conventions of science fiction, such as time travel and scientific advancements, to critique society. Daniela is excited to get to flex her skills in English class as her recent iReady test data showed that she is reading at grade level and she knows practicing her skills will continue to help her show growth.

Up next Daniela has her favorite class of the day - music, with Mr. Ernst who came to GSP as a math teacher 8 years ago but transitioned to teaching various music electives throughout the year. Daniela is learning to play both the bass and the piano and has made a lot of progress in her learning since she first picked up a bass in 9th grade. She and her classmates practice playing contemporary songs that are top of the charts but their favorite part is playing regional Mexican music. Some of Daniela's classmates enjoy this aspect of music class so much that they have started a group playing music outside of school and have played at various GSP events like back to school night and the annual graduation.

Daniela doesn't feel the 53 minutes of music class pass by as she is very in the zone, but it is now time for lunch. Daniela heads down to grab her lunch and is glad to see a familiar face in the cafeteria manager, Mrs. Carroll. Daniela grabs her lunch then heads upstairs for a lunch meeting with Mrs. Coleman, the College and Career Pathway Manager, who is helping Daniela find internships and programs she can complete during the summer so her college applications can be robust. Daniela appreciates Mrs. Coleman's hard work in bringing speakers from various industries and careers on campus so that all students can have exposure to different post-secondary pathways.

After her lunch meeting with Mrs. Coleman, Daniela goes to Physics class with Mr. Harding. Her highest grade of the quarter is currently an A+ in Physics which Daniela attributes to the class being so hands-on - she loves the experiments she has done in this class such as building a portable speaker from scratch and building a drum to learn about how sound travels. She enjoys working in groups so she can grow her collaboration and communication skills, which are two of the core entrepreneurship skills Daniela has learned at GSP, so she ensures that she fosters a positive learning environment and classroom community by practicing stepping up and stepping back during these projects and experiments.

For the last class of her regular school day, Daniela heads off to Design and Marketing with Mr. Pupillo, who has been teaching the BUILD curriculum aligned to GSP's entrepreneurship pathway. Daniela and her small group have been working on developing and launching their own businesses. This is Daniela's second year in BUILD, so she has gone from the brainstorming and prototyping stage during Year 1, to the more logistical hands-on aspects taught in BUILD Year 2. She is

preparing for an upcoming presentation where she and her group will have to pitch and present their product to investors in hopes of securing funds to get their business off the ground. She is grateful for this class where she gets to learn and develop skills that are not as present in more academic-centered classrooms, such as creativity, an entrepreneurial mindset, and real-world problem-solving skills.

Though most of Daniela's classmates go home when the dismissal bell rings, this semester Daniela and twenty-five of her classmates stay on campus after the bell for their Spanish 1A class. This is one of the classes that all 10th graders take as part of GSP's dual enrollment program which serves many purposes: getting exposure to college level coursework, earning college credits, meeting a GSP graduation requirement of having taken 3 community college classes by the end of 12th grade, and completing the A-G requirement of taking a foreign language class. Daniela feels fortunate that she does not have to go off campus for this experience as this is one of three classes that GSP offers on campus for its students. She completes her coursework quickly and helps her classmates who need more support with the material, true to GSP's mission and vision: Our students are critically literate and empowered. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities.

Element 2: Measurable Pupil Outcomes and

Element 3: Method of Measuring Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. ~~"Pupil outcomes,"~~ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all ~~groups of pupils~~ pupil subgroups served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607~~ 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, ~~or the nature of the program operated,~~ by the charter school." (~~Ed. Code § 47605(b)(5)(B)-(C)~~)

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with ~~SB 1290, Aspire Golden State College Preparatory Academy~~ 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 ~~groups~~ numerically significant subgroups of pupils served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of subdivision (a) of section 47607~~ (4) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of ~~Section~~ section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

~~Aspire Golden State College Preparatory Academy's pupil outcomes, related to Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include 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:~~ by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

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

Exhibit 1. Local Control and Accountability Plan

Old Measurable Pupil Outcomes LCFF STATE PRIORITIES				Instrument	Target	Progress 2013-14	Progress 2014-15
GOAL #1							
Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.				Related State Priorities:			
				1,2,5,4,6,7			
				Local Priorities:			
				□:			
				□:			
Trimester Basis: 95% student Attendance	P1, P2, Annual	95% attendance rate	2013 Specific Annual: 94.9% 2013-14: P1 96%, P2 94.9%	Actions to Achieve Goal			
Annual Basis: State Target for API Growth Action 1.1 – Grade-Level Curriculum ● Purchase updated, standards-aligned, and board-approved curriculum for all core subjects (refer to 2023–24 BA Curriculum Overview). ● Purchase Tier III supplemental instructional materials (e.g., SIPPS, Heggerty) for TK–5 intervention aligned to the Science of Reading. ● Provide professional development to support continued implementation of adopted curriculum (e.g., Eureka 2.0, Open Sci-Ed, Amplify). ● Purchase Chromebooks to ensure 1:1 student-to-device access for regular content practice. ● Purchase and implement personalized instructional				API	N/A	2013 API was 676	No API in 2014

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

programs (e.g., iReady).

- Provide structured grade-level and content-area planning time for lesson development and data analysis.
- Conduct ongoing curriculum analysis with the Regional Instructional Team to monitor implementation and ensure access in accordance with Williams Act requirements.

Action 1.2 – Instruction: Professional Development and Culturally Relevant Pedagogy

- Provide ongoing, comprehensive professional development aligned to the instructional program and culturally relevant practices.
- Deliver foundational literacy and numeracy training, including Science of Reading strategies and linguistically responsive teaching.
- Utilize the updated ASLF framework as a coaching tool, emphasizing Culturally Responsive Teaching strategies within the Culture of Learning and Essential Content domains.
- Build capacity among stakeholders to connect culturally relevant pedagogy with critical literacy and liberatory education.

Action 1.3 – Instruction: Master Scheduling

- Develop equitable master schedules that ensure access to core content and enrichment, with appropriate instructional minutes.
- Embed time for intervention and credit recovery without compromising enrichment opportunities.

	● <u>Partner with the Regional Expanded Learning Program Manager to ensure after-school programs include 30 additional days of service, academic support, and enrichment.</u> ● <u>Coordinate with counselors to place EL, Foster Youth, and Low-Income students in reduced class sizes for ELA and Math (25:1).</u> ● <u>Provide daily small group instruction using standards-aligned alternative curricula (e.g., Read 180, project-based Math Literacy) for targeted student groups.</u>				
	<u>Action 1.4 – Instruction: Assessment</u> ● <u>Establish and implement progress monitoring protocols (e.g., Data Chats) every 6–8 weeks across grade levels and content areas.</u> ● <u>Provide regular time for data analysis through shared preps, release days, or early release days.</u> ● <u>Use data to tier students and tailor strategic support for standard mastery.</u> ● <u>Administer Interim Assessment Blocks (IAB) twice annually.</u> ● <u>Implement end-of-chapter, unit, and exit ticket assessments aligned to SBAC-style questions.</u> ● <u>Deliver daily small group instruction with Read 180 and project-based supports for EL, FY, and LI students to address achievement gaps.</u>				
	<u>Action 1.5 – Black Excellence</u> ● <u>Implement culturally relevant instructional materials and literature that support Pro-Black interdisciplinary programming.</u>				

- Teach Black history throughout the year beyond surface-level approaches.
- Provide professional development on reducing anti-Blackness, led by the Regional Instructional Team (e.g., Microaggressions: Beliefs, Attitudes, and Perceptions).
- Conduct quarterly learning walks focused on Black student achievement and SEL outcomes.
- Continue support for the Black Student Union (BSU), including materials and field trips to HBCUs.
- Launch a Black Family Advisory Council to strengthen school-community connections.

Action 1.6 – English Learners

- Provide onboarding training and documentation for new Designated ELD teachers.
- Ensure instructional staff understand EL student profiles using MLL indicators (e.g., SIFE, LTEL).
- Offer targeted PD on Integrated ELD strategies and differentiated instruction.
- Develop systems for classroom observation and feedback of EL instructional strategies.
- Ensure Designated ELD placement within 30 days of enrollment for new ELs.
- Monitor and document EL progress toward reclassification and post-reclassification for four years.
- Conduct MLL program evaluations annually.
- Implement newcomer intake questionnaires in PowerSchool.
- Fund AP Spanish testing and Seal of Biliteracy opportunities for grades 9–12.
- Collaborate with Multilingual Learner Program Manager for best practices.
- Host EL family nights and RFEP celebrations.

	● <u>Use translation services to support all languages served.</u> ● <u>Maintain up-to-date EL records in PowerSchool and student cume files.</u>				
	<u>Action 1.7 – Long-Term English Learners</u> ● <u>Implement advanced language development programs tailored to LTELs.</u> ● <u>Integrate culturally responsive curricula to increase LTEL engagement.</u> ● <u>Use data to personalize instruction and monitor progress.</u> ● <u>Prioritize LTELs within the MTSS framework.</u> ● <u>Partner with families to communicate reclassification pathways.</u> ● <u>Host LTEL-specific family nights to promote English language practice at home.</u> ● <u>Provide PD focused on LTEL-specific strategies.</u> ● <u>Offer intensified social-emotional supports for LTEL students.</u>				
	<u>Action 1.8 – Students with Disabilities</u> ● <u>Provide weekly shared planning time for General Education and Education Specialist co-teachers.</u> ● <u>Conduct program reviews and self-assessments in collaboration with the Program Specialist; develop 1–2 actionable co-teaching goals.</u> ● <u>Build in regular “data stepbacks” to assess program implementation and address areas of concern.</u>				

Action 1.9 – College and Career Readiness

- Ensure student access to college-level courses within high school pathways.
- Establish at least one new partnership with a college or university.
- Include credit recovery sections in the master schedule.
- Identify and support students failing multiple courses through targeted team interventions.
- Ensure students needing credit recovery are enrolled in at least one course per semester.
- Provide in-person summer school for credit recovery.
- Offer professional development on equitable grading practices (e.g., Grading for Equity).

Action 1.10 – Title I

- Utilize Title I funds to support College Academic Counselor and Mental Health Therapist positions.
- Provide targeted academic and social-emotional interventions to low-achieving and economically disadvantaged students.
- Monitor the impact of Title I-funded supports through assessments, progress monitoring, and state test outcomes.
- Align Title I expenditures with federal guidelines to increase access and improve student outcomes across all subgroups.

Annual Basis: Increase Proficiency levels on CST Science

Percent P/A

N/A

2013 CST results: 37%

2014 CST results: 40%

Annual Basis: Increase Proficiency levels on CST-ELA	Percent P/A	N/A	2013 CST results: 31%	No official CST given in 2014

Goal 1: Expected Annual Basis: Increase proficiency levels on CST-Math Measurable Outcomes			Percent P/A	N/A	2013 CST results: 24%	2014 CST results: 17%
Annual Basis: Increase proficiency levels on CST-Social Science	Percent P/A	N/A	2013 History CST: 23% 2013 History EOC History: 37%		2014 History CST: 33% 2014 History EOC History: 34%	

Annual Basis: 95% of all 10th graders pass CAHSEE	CAHSEE Pass Rate	95% pass rate	English 73% Math 76% Outcome #1: SBAC English Language Arts Distance from Standard Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC) ELA DFS				English 78% Math 88%
Annual Basis: 100% of students grades 6-11 pass Exhibitions of Learning at end of year Year 1 of Term	A	Baseline	(Based on most recent data available)	EQY	100% of students pass their Exhibition as Year 3 of Term	6th grade	6th
	PP	ne		Pass Rate	students pass their Exhibition as Year 3 of Term	7th grade	7th
	LI			Exhibition	students pass their Exhibition as Year 3 of Term	8th grade	8th
	C			as Year 3 of Term	students pass their Exhibition as Year 3 of Term	9th grade	9th
	A			(Not applicable if categorized as Low Performing)	students pass their Exhibition as Year 3 of Term	10th grade	10th
	BL				students pass their Exhibition as Year 3 of Term	11th grade	11th
	E				students pass their Exhibition as Year 3 of Term	12th grade	12th
	ST				students pass their Exhibition as Year 3 of Term	Overall	Overall
	U				students pass their Exhibition as Year 3 of Term	6th-11th grade	6th-11th grade
	D				students pass their Exhibition as Year 3 of Term	95% Year 4 of Term	95% Year 4 of Term
	E				students pass their Exhibition as Year 3 of Term	(Not	(Not
	N				students pass their Exhibition as Year 3 of Term		
	I				students pass their Exhibition as Year 3 of Term		
	G				students pass their Exhibition as Year 3 of Term		
	R				students pass their Exhibition as Year 3 of Term		
	O				students pass their Exhibition as Year 3 of Term		
	U				students pass their Exhibition as Year 3 of Term		
	PS				students pass their Exhibition as Year 3 of Term		

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

						5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-58.8	-53.8	-48.8	-43.80	-38.8	-33.8
English Learner Students	-89.6	-84.6	-79.6	-74.60	-69.6	-64.6
Socioeconomically Disadvantaged Students	-58.9	-53.9	-48.9	-43.90	-38.9	-33.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-152.5	-147.5	-152.5	-137.5	-132.5	-127.5
African American Students	-85.1	-80.1	-74.1	-70.1	-65.1	-60.1
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-55.6	-50.6	-45.6	-40.6	-35.6	-30.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: SBAC Mathematics Distance from Standard (DFS)						
Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC)						
Mathematics DFS						
A	Baseline	Annual Basis: 100% of high school seniors pass Senior Portfolio Year 1 of Term	EQY	100% of seniors receive a passing grade Year 2 of Term	100% of seniors receive a passing grade on their Senior Portfolio Year 4 of Term	100.00% Year 5 of Term (Not applicable if categorized as Low Performing)
PP	ne		Pass Rate	seniors receiving a passing grade	seniors receiving a passing grade	
LI	(Based on most recent data available)					
CA						
BL						
E						
ST						
U						
DE						
NT						
G						
R						

Inserted Cells

Inserted Cells

Q UP S					(Not applicable if categorize d as Low Performin g)	
All Students (Schoolwide)	-137.7	-132.7	-127.7	-122.7	-117.7	-112.7
English Learner Students	-158	-153	-148	-143	-138	-133
Socioeconomically Disadvantaged Students	-136.4	-131.4	-126.4	-121.4	-116.4	-111.4
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-184.6	-179.6	-174.6	-169.6	-164.6	-159.6
African American Students	-164.4	-159.4	-154.4	-149.4	-144.4	-139.4
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-133.9	-128.9	-123.9	-118.9	-113.9	-108.9
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Annual Basis: Expository Writing Assessment —all students will score a 3 or 4 per Aspire rubric	EOY	100% of students will receive a score of 3 or 4 per rubric		Outcome #3: CA Science Test (CAST) Performance Metric/Method for Measuring: CAASPP Science Test – Percentage of Students Meeting or Exceeding Standards		Posttest: 24% (124 students) Pretest: 17% (91 students)
PP LI CA BL E ST U	A ne (Based on most recent data available)	Annual Basis: 90% of students who take a post-secondary level class online or in community college pass Year 1 of Term		EOY ear 2 of Ter m	90% pass rate 3 of Term (Not applicable if categorized as Low Performing)	65% of students that have taken a college course have received a passing grade Year

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

DE NT G R O U P S					passin e gradeY ear 4 of Term (Not applicable if categorized as Low Performing) (Not applicable if categorized as Low Performin g)	r 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Annual Basis: 100% of 8th grader s pass Algebra I with a grade of C- or higher 6.44% Met or Exceed ed			100% receiv e a C- 9.78% Met or higher Exceed ed	40% Receive d a C- 11.44% Met or Higher Exceed ed	67% Receiv ed a C- 13.11 % Met or 14.78% Met or Exceeded
EOY-Grades 9-11% Met or Exceeded						
Annual Basis: 95% of families and students are satisfied	Annual Surveys	95% of families and students are satisfied	96% of families agree with the statement "my child is getting a good education at this school."	Student Survey: 88% Family Survey: 90%		

Inserted Cells

Outcome #4: English Learner Progress (ELPI)						
Metric/Method for Measuring: CA School Dashboard – Percentage of EL Students Making Progress Toward English Proficiency						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Annual Basis: 100% of all students with an IEP meet a minimum of 80% of	Annual Meeting Data Year 2 of Term	100% students with IEP meet a minimum of 80% of IEP goals Year 3 of Term (Not applicable if categorized as Low	72% of students made 80% of their goals for the data we had Year 4 of Term (Not applicable if categorized as Low Performing)	We collected information on 17 students. Out of 17, 9 had met 80% or more of their goals.

Inserted Cells

Inserted Cells

		IEP goals Year 1 of Term		Performing		50, 53% of students met 80% or more of their goals Year 5 of Term (Not applicable if categorized as Low Performing)
Annual Basis: Students are reclassified English Language Proficient English Learner Students	Annual RFEP Data 37% Making Progress	N/A 39.1% Making Progress	10 students were reclassified 1.2% Making Progress	7 students were reclassified 3.3% Making Progress	45.4% Making Progress	47.5% Making Progress

Inserted Cells

Inserted Cells

Outcome #5: Graduation Rates

Metric/Method for Measuring: CA School Dashboard – Graduation Rates

AMPG NO.	Aspire Golden State College Preparatory Academy	Goal	Annual Update (15-16)	Annual Update (16-17)
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least (amount 1) percent or achieve a level of (amount 2) percent.	1. 3% 2. 31% 14-15: 22%	9 31	29 42 Analysis: Met—Exceeded due to investment in Panthers' Read and English intervention periods

2APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	By the end of the charter term, for each (statistically significant student group), increase the percent of students scoring level 3 or level 4 on the ELA portion	Student Group: Hispanic or Latino 1. 3% 2. 30% 14-15: 21% Year 2 of Term	12 Year 3 of Term (Not applicable if categorized as Low Performing)	12 Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

Inserted Cells

Inserted Cells

		of the SBAC by at least {amount 1} percent or achieve a level of {amount 2} percent.Y ear 1 of Term				
All Students		S t u d e n t G o u p : B l a c k o f A f r i c a n A m e r i c a n I n d i a n I s l a m i c 92.3% 2014-15: 24%	-93.3 48%	2 2394.3%	95.3%	96.3%
	91.3%					

Inserted Cells

		Student Group: English Learner: 1. 2% 2. 10% 2014-15: 4%	2 2	7 11

Outcome #6: College and Career Indicator Metric/Method for Measuring: CA School Dashboard – CCI			Student Group: Low-Income Students 1. 3% 2. 31% 2014-15: 21%	8 29 41	20 41
3 APP LICA BLE STU DEN I GRO UPS	<u>Baseline</u> (Based on most recent data available)	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least (amount 1) percent or achieve a level of (amount 2) percent. <u>Year 1 of Term</u>	1- 4% 2- 20% 2014-15: 15% 11% %Y ear 2 of Term	3 14 <u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing) Analysis is Met. Exceeded due to strong partnership in Math Department and investment in Math intervention period. <u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

					g)	
<u>All Students (Schoolwide)</u>		By the end of the charter term, for each (statistically significant student group), increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least {amount 1} percent or achieve a level of {amount 2} percent. 1. 3% 2. 21% 2014-15: 49.4%	Student Group: Black or African American		58.4%	45%
<u>English Learner Students</u>	46.4%		1. 3% 2. 16%			2761.4%
	*	14-15: 7%*		5	*	*
<u>Socioeconomically</u>	46.2%	Student			58.2%	61.2%

Inserted Cells

Inserted Cells

Inserted Cells

Inserted Cells

<u>Disadvantaged Students</u>			<u>Group:</u> <u>English</u> <u>Learner</u> <u>1—49.2%</u> <u>2—10%</u> <u>2014-15: 3%</u>	<u>1</u> <u>52.2%</u>	<u>1</u> <u>455.20%</u>		
<u>Foster Youth Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students with</u> <u>Disabilities</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>African American</u> <u>Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>American Indian/Alaska</u> <u>Native Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Asian Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Filipino Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Latino Students</u>	<u>46.70</u> <u>%</u>	<u>49.7%</u>	<u>52.7%</u>	<u>55.70%</u>	<u>58.7%</u>	<u>61.7%</u>	
<u>Native Hawaiian/Pacific</u> <u>Islander Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students of Two or</u> <u>More Races</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>White Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>

		<u>Student Group:</u> <u>Low Income Students</u> <u>1—3%</u> <u>2—21%</u> <u>2014-15: 12%</u>	<u>2</u> <u>14</u>	<u>12</u> <u>24</u>
Outcome #7: EL Reclassification Rate				
Metric/Method for Measuring: MLL Dashboard – Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)				
<u>5</u> <u>A</u> <u>P</u> <u>P</u> <u>L</u> <u>I</u>	<u>Each year, (amount 1) percent of students will increase (amount 2) on the (ELA/Reading Assessment) or achieve proficiency.</u> <u>ELA/Reading Assessment: SBAC-aligned performance task</u>	<u>For</u> <u>MD</u> <u>O</u> <u>#6,</u> <u>ther</u> <u>e</u> <u>was</u> <u>a</u> <u>cha</u> <u>nge</u> <u>in</u>	<u>% of</u> <u>students</u> <u>that</u> <u>grew a</u> <u>proficien</u> <u>cy-level</u> <u>on</u> <u>Writing</u> <u>Snapshot</u> <u>t</u> <u>between</u> <u>n-14-</u>	<u>First-year using the ELA Performance Task (instead of Writing Snapshot). Because there are no baseline data report % proficient in 16-17, Year 2 of Term</u> <u>Year 3</u> <u>of</u> <u>Term</u> (Not applicable if categorized as Low Performing) <u>Year 4</u> <u>of</u> <u>Term</u> (Not applicable if categorized as Low Performing) <u>Year 5</u> <u>of Term</u> (Not applicable if categorized as Low Performing)

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

Inserted Cells

Deleted Cells

C A B L E S T I C U D E N T I G R O U P S		the asse ssm ent bet wee n 201 5-16 and 201 6- 17. The da ta in th e co lu m as to th e rig ht C A N H O I be compa red-as they report on entirel y differe nt asses ments. 15-16 reports growth on Writing Snapsh ot, and 16- 17Base line (Based on most recent data available)	15-and 15- 16Y ear 1 of Ter m				
English Learner Students	11.2%	12.5%	13.8%	15% or above	15% or above	15% of above	

		reports proficiency on ELA Performance Task.		

	<u>1. 80%</u> <u>2. approximately one year</u>	36.6	28.4	Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our students.		
				<u>Outcome #8: Access to Standard-Aligned Instructional Materials</u>		
				<u>Metric/Method for Measuring: SARC Report – Percentage of Students with Access to Standards-Aligned Curricular Materials</u>		
<u>6APPLICABLE STUDENT GROUPS</u>	Each year, for each statistically significant student group,* (amount 1) percent of students will increase (amount 2) on the ELA/reading assessment or achieve proficiency.		For each student group that grew a proficiency level on the Writing Snapshot between 15-16 and 16-17.	First year using the ELA Performance Task (instead of Writing Snapshot)	Year 3 of Term	Year 4 of Term
	ELA/Reading Assessment: Writing Snapshot (15-16) SBAC-aligned performance task (16-17)		ELA/Reading Assessment: Writing Snapshot (15-16) SBAC-aligned performance task (16-17)	Writing Snapshot (15-16) SBAC-aligned performance task (16-17)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
The figures use the writing snapshot from 2015-2016 and the ELA performance task in 2016-2017. The percentages represent the % of students that took tests in both years and either grew a proficiency level between 15-16 and 16-17 or were proficient in 16-17.						

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

Inserted Cells

Deleted Cells

			I be compar ed-as they report on entirel y differe nt assess ments. 15- 16 repo rts grow th-on Writi ng Snap shot, and 16- 17 repo rts profi cienc y-on ELA Perform ance Task.Ba seline (Based on most recent data available)						

		Student Group: Hispanic or Latino 1. 80% 2. approximately one year	28.6	28.9					
		Student Group: Black or African American 1. 80% 2. approximately one year	21.7	20.8					
		Student Group: English Learner 1. 80% 2. approximately one year	32.8	16.4					
		Student Group: Low Income>All Students 1. 80%	40.4100	28.4100 %	100%	100%	100%	100%	100%

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

Inserted Cells

Inserted Cells

		2. ~~approximately one year~~ (Schoolwide)	%					

Outcome #9: A-G Completion						
Metric/Method for Measuring: A-G Completion Rates						
<u>APPLICABLE</u> STUDENT GROUPS	Baseline (Based on most recent data available)	Each year, {amount 1} percent of ELs will improve one overall proficiency level on CELDT-Year 1 of Term	1-50%Year 2 of Term	45Year 3 of Term (Not applicable if categorized as Low Performing)	99 Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our studentsYear 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
8 Each year, have less than {amount 1} percent of students absent more than 10% of the school days (chronic absence)-	1-10%		15.8	16.2 Analysis: Not Met. Did not meet but implementing weekly attendance meetings with Admin, staff, and families to address absences		
9 Each year, for each {statistically significant student group},* have less than {amount 1} percent of students absent more than 10% of the school days (chronic absence)-	Student Group: Hispanic or Latino 1-7%		14	14.5		
All Students (Schoolwide)	60%	Student Group: All	2486.7%	25.3100%	100%	100%

Inserted Cells

Inserted Cells

Inserted Cells

Inserted Cells

		Student Group: Low Income Students 1. 80%	85.2	Official graduation rate data not available yet.		
1 2	Each year, at least (amount 1) percent of students and families positively rate school safety. Outcome #10: EL Students' Access to CCSS and ELD Standards Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Rating LEA Progress on a Scale of 1-5			1. 80%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)
		Student Survey Question: I feel safe at this school	TBD%	83%	Analysis: Question added this year, baseline data	
		Family Survey Question: The school provides a safe environment for my child	TBD%	95%	Analysis: Question added this year, baseline data	
13 APPLICABLE STUDENT GROUPS		Baseline (Based on most recent data available)	Each year, at least (amount 1) percent of students and families positively rate academic instruction. Year 1 of Term	1-65% Year 2 of Term	(Please report student and family response %'s separately in the respective fields below) Year 3 of Term (Not applicable if categorized as Low Performing)	(Please report student and family response %'s separately in the respective fields below) Year 4 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)		Average Rating: 4		79%	Average Rating: 4	Average Rating: 4
			Student Survey Question: The methods	83% Average Rating: 4	Analysis: Met Veteran teachers best	

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

Inserted Cells

Inserted Cells

Inserted Cells

		we-use-to learn-new things-in-the class-are helpful-to meAverage Rating: 4		classroom management-and-best practice knowledge sharing-to disseminate effective practices that best support studentsAverage Rating: 4		
		Family Survey Question: My child is getting a good education at this school	93%	98%	Analysis: Met. We strive to provide consistent and	
				transparent information to students and families about progress. We have invested heavily in student services and our culture team to provide support. Parents are recognizing the immense work that our staff is putting into making the school a safe and academically successful campus		
14	Each year, at least [amount 1] percent of students and families positively rate their voice in school decision making and/or opportunity for feedback. Outcome #11: Implementation of Academic Content and Performance Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Average Rating on a Scale of 1-5		1. 75%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)	

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

		Student Survey Question: My voice is heard and valued at my school Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas."	88%	85% Analysis: Met, though slightly lower than the previous year's result. We are committed to Culturally Responsive Teaching to support our students and their feedback

APPL ICABLE STUDENT GROUPS		Family Survey Question: I am encouraged to share my opinion and feedback in the school decision process + Family: "Teacher at the school are available to parents and willing to listen." <u>Baseline</u> (Based on most recent data available)	91% Year 1 of Term	91%	Analysis: Met. Teachers have implemented office hours to be available to students and families. Parents may also request to meet with teachers or admin to discuss academic or behavioral questions <u>Year 2 of Term</u>	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)			Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4

- Deleted Cells
- Inserted Cells
- Inserted Cells
- Inserted Cells

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

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Outcome #12: Other Academic Outcomes (iReady Reading & Math) – % Meeting Typical Annual Growth

Metric/Method for Measuring: iReady Growth Data

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>Reading</u> <u>All Students:</u> 50% <u>Grade 6:</u> 52% <u>Grade 7:</u> 41% <u>Grade 8:</u> 55% <u>Math</u> <u>All Students:</u> 33% <u>Grade 6:</u> 41% <u>Grade 7:</u> 34% <u>Grade 8:</u> 23%	<u>Reading</u> <u>All Students:</u> 55% <u>Grade 6:</u> 57% <u>Grade 7:</u> 46% <u>Grade 8:</u> 60% <u>Math</u> <u>All Students:</u> 38% <u>Grade 6:</u> 46% <u>Grade 7:</u> 39% <u>Grade 8:</u> 28%	<u>Reading</u> <u>All Students:</u> 60% <u>Grade 6:</u> 62% <u>Grade 7:</u> 51% <u>Grade 8:</u> 65% <u>Math</u> <u>All Students:</u> 43% <u>Grade 6:</u> 51% <u>Grade 7:</u> 44% <u>Grade 8:</u> 33%	<u>Reading</u> <u>All Students:</u> 65% <u>Grade 6:</u> 67% <u>Grade 7:</u> 56% <u>Grade 8:</u> 70% <u>Math</u> <u>All Students:</u> 48% <u>Grade 6:</u> 56% <u>Grade 7:</u> 49% <u>Grade 8:</u> 38%	<u>Reading</u> <u>All Students:</u> 70% <u>Grade 6:</u> 72% <u>Grade 7:</u> 61% <u>Grade 8:</u> 75% <u>Math</u> <u>All Students:</u> 53% <u>Grade 6:</u> 61% <u>Grade 7:</u> 54% <u>Grade 8:</u> 43%	<u>Reading</u> <u>All Students:</u> 75% <u>Grade 6:</u> 77% <u>Grade 7:</u> 66% <u>Grade 8:</u> 80% <u>Math</u> <u>All Students:</u> 58% <u>Grade 6:</u> 66% <u>Grade 7:</u> 59% <u>Grade 8:</u> 48%

Outcome #13: AP Course

Metric/Method for Measuring: % of Students who Passed AP with 3 or higher

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>26%</u>	<u>37%</u>	<u>48%</u>	<u>60%</u>	<u>71%</u>	<u>82%</u>

Outcome #14: Broad Course of Study

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

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Outcome #15: EAP

Metric/Method for Measuring: EAP - % of Students Prepared for College ELA & Math

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	Math: 4.55% ELA: 39.40%	Math: 6.55% ELA: 41.40%	Math: 8.55% ELA: 43.40%	Math: 9.55% ELA: 44.40%	Math: 10.55% ELA: 45.40%	Math: 11.55% ELA: 46.40%

LCFF STATE PRIORITIES

GOAL #2

Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)

Related State Priorities:

1,2,3,4,6,7

Local Priorities:

□:

□:

Specific Annual Actions to Achieve Goal

Action 2.1 – Coaching

- Implement a differentiated coaching model to provide all teachers with coaching and feedback aligned to individual needs and goals.
- Ensure coaching is delivered using the Aspire Student Learning Framework.
- Utilize TeachBoost to monitor the frequency and focus of coaching conversations.
- Support teachers in creating ASLF-aligned professional goals, with mid-year and end-of-year debriefs to assess progress.
- Support administrators in developing goals using the Transformational Leadership Framework (TLF), with scheduled mid-year and end-of-year reflections.
- Implement a consistent walkthrough schedule aligned to ASLF to calibrate coaching practices, identify trends, and inform professional development.
- Build leadership capacity among admin and lead teacher coaches through regular ILT consultancies, anchor text study, and coaching data analysis.
- Share coaching and walkthrough trends regularly in the weekly Staff Newsletter to increase transparency and shared focus.

Action 2.2 – Professional Development

- Provide professional development for instructional staff on the TeachBoost platform to support coaching and PLP processes.
- Deliver professional development on the Aspire Student Learning Framework to align teachers and coaches on instructional expectations and rigor.
- Use TeachBoost classroom walkthrough tools to gather evidence and provide feedback on California State Standards implementation, 21st-century instructional practices, Common Core strategies, and social-emotional learning (SEL).

- Ensure walkthroughs and feedback focus on creating effective learning environments for Black, English Learner, Foster Youth (FY), and Low-Income (LI) students to close achievement gaps.
-

Action 2.3 – Teammate Retention

- Conduct staff input sessions to assess school culture and climate.
 - Administer weekly staff surveys to monitor workplace satisfaction and gather feedback.
 - Offer open office hours and listening meetings between staff and administration to foster transparency and responsiveness.
 - Share staff survey results along with leadership next steps after each administration.
 - Adjust the master schedule to ensure sufficient time for collaboration and planning.
 - Include a wellness goal in each teammate’s Professional Learning Plan.
 - Establish clear onboarding practices for new hires, including those new to the profession, the role, or the district.
-

Action 2.4 – Affinity Groups

- Ensure all staff members have access and the opportunity to attend regional affinity groups as part of ongoing support for identity-based professional communities.
-

Action 2.5 – Pipeline Development

- During Professional Learning Plan (PLP) meetings, support teammates in setting career-aligned stretch goals and provide resources for development (e.g., release time for observations, testing support).
 - Aim to secure at least 2 Alder Residents and 2 student teachers per year to strengthen the educator pipeline and build internal capacity.
-

Action 2.6 – Teacher Credentialing

- Ensure ongoing compliance with Williams Act requirements related to teacher credentialing and misassignments.
- Implement site-level systems to actively monitor and resolve teacher misalignments and support credential clearance efforts.

Outcome #1: Percent of Fully Credentialed Teachers

Metric/Method for Measuring: CA Data

<u>APPLICABLE</u> <u>STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>49.8%</u>	<u>66.5%</u>	<u>83.2%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Outcome #2: Teacher Sense of Safety and School Connectedness

Metric/Method for Measuring: Aspire Teammate Survey

<u>APPLICABLE</u> <u>STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>School Climate: 40% responded favorably Belonging: 71% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 26% responded favorably</u>	<u>School Climate: 47% responded favorably Belonging: 77% responded favorably Well-being: 53% responded favorably Staff-Leadership Relationships: 33% responded favorably</u>	<u>School Climate: 54% responded favorably Belonging: 84% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 40% responded favorably</u>	<u>School Climate: 60% responded favorably Belonging: 91% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 46% responded favorably</u>	<u>School Climate: 66% responded favorably Belonging: 91% responded favorably Well-being: 73% responded favorably Staff-Leadership Relationships: 53% responded favorably</u>	<u>School Climate: 73% responded favorably Belonging: 91% responded favorably Well-being: 80% responded favorably Staff-Leadership Relationships: 60% responded favorably</u>

	<u>Cultural Awareness and Action:</u> 45% responded favorably	<u>Cultural Awareness and Action:</u> 52% responded favorably	<u>Cultural Awareness and Action:</u> 58% responded favorably	<u>Cultural Awareness and Action:</u> 65% responded favorably	<u>Cultural Awareness and Action:</u> 71% responded favorably	<u>Cultural Awareness and Action:</u> 78% responded favorably
<u>Outcome #3: Teammate Retention Rate</u>						
<u>Metric/Method for Measuring: Internal</u>						
<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>89.3%</u>	<u>89.6%</u>	<u>89.9%</u>	<u>90%</u>	<u>90.3%</u>	<u>90.6%</u>

<u>LCFF STATE PRIORITIES</u>	
<u>GOAL #3</u>	
<u>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.</u>	<u>Related State Priorities:</u> <u>1,2,4,5,6,7,8</u> <u>Local Priorities:</u> ☐ : ☐ :
<u>Specific Annual Actions to Achieve Goal</u>	
<u>Action 3.1 – Family and Community Engagement and Outreach</u> <u>● Hold monthly Principal Chats to maintain ongoing communication with families.</u> <u>● Administer family surveys to gather feedback for strategic planning.</u> <u>● Host quarterly “Lunch with a Loved One” events to strengthen family-school connections.</u> <u>● Hold monthly SSC/ELAC meetings with student performances, food, childcare, translation services, and door prizes to increase participation.</u> <u>● Establish a Black Family Advisory Group to gather feedback on school culture and climate for Black students and their families.</u>	

Action 3.2 – Attendance

- Establish an Attendance Team responsible for developing a site-level attendance plan, progress monitoring, and leading interventions.
 - Review attendance data weekly with a focus on EL, Foster Youth, Black, and Low-Income students.
 - Address chronic absenteeism through tiered interventions, with focused efforts for student groups flagged as red on the CA Dashboard (e.g., Black/African American students).
 - Increase family communication for all absences through personal outreach and home visits for chronically absent students.
 - Implement school-wide attendance incentives (e.g., perfect attendance certificates, grade-level competitions).
 - Provide early family education for TK–2 families about the importance of attendance via monthly reminders and materials.
 - Include attendance information during Back-to-School events, newsletters, First Day Packets, and Student-Led Conferences.
 - Conduct summer outreach/home visits for students with chronic absenteeism or truancy.
 - In response to DA qualification, prioritize attendance as a key driver for improving learning outcomes by partnering with leadership to analyze data, set quarterly goals, and design monthly attendance challenges.
-

Action 3.3 – Social Emotional Learning

- Provide curriculum resources and materials to support SEL implementation.
 - Allocate time for staff to review Panorama SEL data and adjust instruction based on findings.
 - Provide regular planning time for advisory teams to internalize and revise SEL units.
 - Launch student leadership clubs (e.g., Service Crew, Environment Crew, Safety Crew) to build student voice and ownership.
 - Continue monthly family engagement events where students teach SEL practices to their families.
 - Strengthen Adult SEL practices and embed wellness into professional culture.
-

Action 3.4 – Multi-Tiered System of Supports

- Maintain ongoing MTSS team meetings to monitor universal, targeted, and intensive supports using multiple data sources.
 - Partner with regional academic staff to co-facilitate MTSS professional development at the site level.
 - Coordinate services to provide Positive Behavior Interventions and Supports (PBIS) through the MTSS framework, with targeted support for EL, Foster Youth, LI, and homeless students.
 - Use RULER curriculum to support social-emotional growth and reduce suspensions, particularly for subgroups flagged red on the CA Dashboard (e.g., Latina/o/x and EL students).
 - Evolve the school's MTSS model into an integrated, data-driven system of academic and behavioral support, incorporating tiered interventions into the master schedule.
 - Implement AVID to strengthen college readiness and use IXL as a blended, personalized intervention tool for middle school Math, Reading, and Science.
-

Action 3.5 – Enrollment

- Establish a site Enrollment Team to lead recruitment and develop a student enrollment strategy.
 - Increase outreach through social media campaigns to maintain strong enrollment throughout the year.
 - Attend at least one community event per month to promote the school.
 - Host a minimum of two Open House events during the enrollment window and one additional event in spring for late applicants.
 - Organize a community carnival or ice-cream social to engage prospective families.
 - Partner with current families in recruitment efforts by offering incentives (e.g., school swag, gift cards).
 - Participate in local school recruitment fairs and conduct family info sessions at pre-schools, libraries, and community centers.
-

Action 3.6 – Classroom Facilities and Student Physical Spaces

- Conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure

compliance with Williams Act standards; all schools will maintain a minimum rating of “Good.”

- Train all staff annually on the school’s comprehensive safety plan.
- Implement a classroom environment checklist to ensure consistency and safety, including safety kits, anchor charts, and visible student work.

Outcome #1: Chronic Absenteeism Rate (%)

Metric/Method for Measuring: CA School Dashboard – Chronic Absenteeism Rate

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>40.10%</u>	<u>37.10%</u>	<u>34.10%</u>	<u>31.10%</u>	<u>28.10%</u>	<u>25.10%</u>
<u>English Learner Students</u>	<u>37.50%</u>	<u>28.70%</u>	<u>19.90%</u>	<u>10.1%</u>	<u>5.10%</u>	<u>.10%</u>
<u>Socioeconomically Disadvantaged Students</u>	<u>39.60%</u>	<u>28.30%</u>	<u>17.00%</u>	<u>5.80%</u>	<u>2.80%</u>	<u>0.00%</u>
<u>Foster Youth Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students with Disabilities</u>	<u>44.40%</u>	<u>33.20%</u>	<u>22.00%</u>	<u>10.7%</u>	<u>5.70%</u>	<u>.70%</u>
<u>African American Students</u>	<u>66.70%</u>	<u>49.40%</u>	<u>32.10%</u>	<u>15.80%</u>	<u>10.80%</u>	<u>5.80%</u>
<u>American Indian/Alaska Native Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Asian Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Filipino Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Latino Students</u>	<u>32.80%</u>	<u>23.30%</u>	<u>13.80%</u>	<u>4.4%</u>	<u>2.20%</u>	<u>0.00%</u>
<u>Native Hawaiian/Pacific Islander Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students of Two or More Races</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>White Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>

Outcome #2: Pupil Suspension Rates

Metric/Method for Measuring: CA School Dashboard

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>12%</u>	<u>10%</u>	<u>8%</u>	<u>6%</u>	<u>4%</u>	<u>2%</u>

<u>English Learner Students</u>	<u>16.1%</u>	<u>14.1%</u>	<u>12.1%</u>	<u>10.1%</u>	<u>8.1%</u>	<u>6.1%</u>
<u>Socioeconomically Disadvantaged Students</u>	<u>11.8%</u>	<u>9.8%</u>	<u>7.8%</u>	<u>5.8%</u>	<u>3.8%</u>	<u>1.8%</u>
<u>Foster Youth Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students with Disabilities</u>	<u>16.7%</u>	<u>14.7%</u>	<u>12.7%</u>	<u>10.7%</u>	<u>8.7%</u>	<u>6.7%</u>
<u>African American Students</u>	<u>21.8%</u>	<u>19.8%</u>	<u>17.8%</u>	<u>15.8%</u>	<u>13.8%</u>	<u>11.8%</u>
<u>American Indian/Alaska Native Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Asian Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Filipino Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Latino Students</u>	<u>10.4%</u>	<u>8.4%</u>	<u>6.4%</u>	<u>4.4%</u>	<u>2.4%</u>	<u>0.4%</u>
<u>Native Hawaiian/Pacific Islander Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>Students of Two or More Races</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>White Students</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>

Outcome #3: School Facilities in Good Repair

Metric/Method for Measuring: FIT tool

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u>	<u>Year 4 of Term</u>	<u>Year 5 of Term</u>
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>Good</u>	<u>Maintain Good</u>	<u>Maintain Good</u>	<u>Maintain Good</u>	<u>Maintain Good</u>	<u>Maintain Good</u>

Outcome #4: School Attendance Rate

Metric/Method for Measuring: P2 Reporting

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u>	<u>Year 4 of Term</u>	<u>Year 5 of Term</u>
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>91.44%</u>	<u>92.44%</u>	<u>93.44%</u>	<u>94.44%</u>	<u>95.44%</u>	<u>96.44%</u>

Outcome #5: Pupil Expulsion Rate

Metric/Method for Measuring: Internal

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u>	<u>Year 4 of Term</u>	<u>Year 5 of Term</u>
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>

Outcome #3: Efforts we make to seek parent input

Metric/Method for Measuring: Aspire Family Survey

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>2023-2024</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>81%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>9%</u> <u>responded</u> <u>favorably</u>	<u>2024-2025</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>84%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>17%</u> <u>responded</u> <u>favorably</u>	<u>2025-2026</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>87%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>25%</u> <u>responded</u> <u>favorably</u>	<u>2026-2027</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>90%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>34%</u> <u>responded</u> <u>favorably</u>	<u>2027-2028</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>93%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>42%</u> <u>responded</u> <u>favorably</u>	<u>2028-2029</u> <u>Aspire Family Survey</u> <u>Barriers to Engagement:</u> <u>96%</u> <u>responded</u> <u>favorably</u> <u>Family Engagement:</u> <u>50%</u> <u>responded</u> <u>favorably</u>

Outcome #6: Student Sense of Safety and Connectedness

Metric/Method for Measuring: Aspire Student Survey

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	<u>2023-2024</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 1st Quintile</u> <u>Sense of Belonging:</u> <u>1st Quintile</u> <u>School Climate: 1st Quintile</u> <u>School Safety: 2nd Quintile</u>	<u>2024-2025</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 1st Quintile</u> <u>Sense of Belonging:</u> <u>1st Quintile</u> <u>School Climate: 1st Quintile</u> <u>School Safety: 2nd Quintile</u>	<u>2025-2026</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 2nd Quintile</u> <u>Sense of Belonging:</u> <u>2nd Quintile</u> <u>School Climate: 2nd Quintile</u> <u>School Safety: 3rd Quintile</u>	<u>2026-2027</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 2nd Quintile</u> <u>Sense of Belonging:</u> <u>2nd Quintile</u> <u>School Climate: 2nd Quintile</u> <u>School Safety: 3rd Quintile</u>	<u>2027-2028</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 3rd Quintile</u> <u>Sense of Belonging:</u> <u>3rd Quintile</u> <u>School Climate: 3rd Quintile</u> <u>School Safety: 4th Quintile</u>	<u>2028-2029</u> <u>Aspire Student Survey</u> <u>Teacher-Student Relationships</u> <u>: 3rd Quintile</u> <u>Sense of Belonging:</u> <u>3rd Quintile</u> <u>School Climate: 3rd Quintile</u> <u>School Safety: 4th Quintile</u>

Outcome #7: Survey of Parents to Measure Safety and School Connectedness

Metric/Method for Measuring: Aspire Family Survey

<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)

				Performing)	Performing)	Performing)
<u>All Students (Schoolwide)</u>	2023-2024 Aspire Family Survey 44% responded favorably: "The school provides a safe environment for my child." 45% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 59% responded favorably: "The school provides a safe environment for my child." 60% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-2026 Aspire Family Survey 72% responded favorably: "The school provides a safe environment for my child." 73% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably: "The school provides a safe environment for my child." 85% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2027-2028 Aspire Family Survey 87% responded favorably: "The school provides a safe environment for my child." 87% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2028-2029 Aspire Family Survey 89% responded favorably: "The school provides a safe environment for my child." 89% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."
Outcome #8: Parent Input in Decision Making						
Metric/Method for Measuring: Local Indicator Survey (Rating 1-5)						
<u>APPLICABLE STUDENT GROUPS</u>	<u>Baseline</u> (Based on most recent data available)	<u>Year 1 of Term</u>	<u>Year 2 of Term</u>	<u>Year 3 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 4 of Term</u> (Not applicable if categorized as Low Performing)	<u>Year 5 of Term</u> (Not applicable if categorized as Low Performing)
<u>All Students (Schoolwide)</u>	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5

Measurement of Pupil Academic Achievement

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments, i-Ready (K-12) and mCLASS (K-2), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition our students participate in the Smarter Balanced Interim Assessment Blocks along with curriculum based assessments, and exit slips. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

mClass and iReady were thoughtfully selected from a list of vetted assessments provided by the California Department of Education (CDE). These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505, but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students' incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it's equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire's broader mission of nurturing our scholars' pride in their abilities, identities, and connection to their community.

Application of Education Code section 47607.3

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

- ~~The~~ Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- ~~The Superintendent-~~ The entity providing technical assistance may assign, at the request of the chartering authority and approval of the State Board, assistance from the California Collaborative for Educational Excellence to, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter ~~schools~~ school.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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

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

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

- ◆ ~~Life Skills: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁴~~

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

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.

Element 3

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

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP which is attached as Appendix VI. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at aspirepublicschools.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Assessment

At Golden State College Preparatory Academy, assessments are integral tools for evaluating student learning and informing instruction. Our comprehensive assessment system includes Aspire-wide, state-mandated assessments, as well as formative assessments, curriculum-based measures, end-of-unit assessments, and student work. Together, these diverse assessments support our mission of equity and academic excellence.

Aspire-wide assessments, such as i-Ready, are selected from a list of verified tools approved by the California Department of Education and meet the compliance requirements outlined in Assembly Bill 1505. Beyond compliance, these assessments serve as critical instructional resources, helping us evaluate student growth, identify instructional needs, and monitor the effectiveness of our programs. An organizationally unified assessment system streamlines our technology platforms to maintain consistency across campuses.

While academic data is vital, we recognize that student success extends far beyond test scores. At Aspire, we strive to cultivate classrooms that value the whole child—balancing academic rigor with the development of life skills, resilience, and emotional intelligence. Our culturally responsive practices affirm students' identities and empower them to see assessments not as endpoints, but as one component of their broader learning journey. By aligning our assessment practices with our values, we ensure that data informs—not defines—the student experience.

<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>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>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 support.</u>
<u>Smarter Balanced Interim Assessments ("IAB")</u>	<u>6-8, 11</u>	<u>Universal Screener</u>	<u>2x per year</u>	<u>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</u>

				<u>frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.</u>

<u>State Required Assessments</u>				
<u>Assessment</u>	<u>Required Grades</u>	<u>Purpose</u>	<u>Required Frequency</u>	<u>Description</u>
<u>SBAC</u> <u>CAA</u>	<u>6-8,11</u>	<u>Summative (state required)</u>	<u>1x per year</u>	<u>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.</u> <u>The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators</u>
<u>California Science Test</u> <u>CAA Science</u>	<u>8, 11</u>	<u>Summative (state required)</u>	<u>1x per year</u>	<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</u>

				<u>every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years</u> <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>
<u>Initial ELPAC</u> <u>Alt ELPAC</u>	<u>6-12</u> <u>(new students)</u>	<u>Universal Screener</u> <u>(state required)</u>	<u>1x only</u>	<u>Initial ELPAC is the state assessment for identifying EL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program</u>
<u>Summative ELPAC</u> <u>Alt ELPAC</u>	<u>6 -12</u>	<u>Summative</u> <u>(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 federal accountability.</u>
<u>PFT</u>	<u>7, 9</u>	<u>Summative</u> <u>(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</u>

				caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card ("SARC").

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

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

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

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

Collecting, Analyzing, and Reporting Data

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

As aforementioned, Aspire Golden State College Preparatory Academy is committed to data-based decision making, and commits to utilizing a variety of data beyond the assessment portfolio. Data is intentionally shared with students, families, staff, and the Region:

- Students and families will receive data on student achievement and well-being when they meet with their child's teacher to develop, modify, or review during the quarterly and/or semesterly family conferences
- Staff will interrogate student achievement and well-being data during team collaboration time and during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;

- ~~The Principal and other administrators will receive School site administration interrogates school-wide data on The Charter School's (i.e., student achievement, attendance, and discipline using Aspire's Admin Data Portal) during region-wide Communities of Practice; and Principal Operational Dashboard;~~
- ~~Parents and guardians~~The Region will ~~receive~~interrogate data on student achievement ~~when they meet with their child's teacher to develop, modify, or review their child's PLP; and well-being to inform region-wide initiatives and strategic planning.~~
- ~~The District will receive data on student achievement through School reports and/or presentations.~~

Aspire uses the ~~State Testing and California~~ Assessment ~~Reports~~of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school, and organization. Additionally, the ~~SABE/2 and the California~~ Physical Fitness test will be administered and used to inform ~~The~~the Charter School program. Every summer, each school will have a staff retreat where the data will be analyzed. School-wide plans for professional development will be based on these plans.

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

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

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

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

Reading Assessment

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

Aspire Writing Assessment

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

Aspire Math Assessment

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

External Reporting

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

Element 4: Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." ~~Ed. Code § 47605(b)(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 ~~amends~~ 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 ~~send to the OGS copies of follow~~ Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

~~Charter School shall publicly post all governing board meeting agendas at the same time that they are posted in in~~ accordance with the Brown Act. Charter School shall ~~also send to the OGS copies~~keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes ~~within one week of governing board approval of the minutes. Timely, available to the public either upon request or by posting of agendas and minutes on Charter School's website will satisfy this requirement on the charter school's website.~~

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

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

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

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

~~The District reserves the District's statutory right, but is not obligated, 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(b)(c).~~

~~Aspire takes a conscientious approach to recruiting and selecting new Board members.~~

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

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

Step 1: Solicit nominations and compile names

Step 2: Initial meeting with nominating Board member

Step 3: Nominator reports back to the Board

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

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

Step 6: Final meeting with CEO or nominator

Step 7: Board votes on prospective member

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

NOTIFICATION OF THE DISTRICT

Required Notifications to the District

Charter School shall notify ~~the~~ OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, 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 ~~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. 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.

STUDENT RECORDS

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 ~~4615~~. 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.

~~Aspire Golden State College Preparatory Academy~~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 ~~Aspire Golden State College Preparatory Academy~~Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ~~Aspire Golden State College Preparatory Academy~~Charter School and of the District. ~~Aspire Golden State College Preparatory Academy~~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 ~~Aspire Golden State College Preparatory Academy~~Charter School does not have that ~~Aspire Golden State College Preparatory Academy~~Charter School needs in order to meet its obligations, the District shall provide the same to ~~Aspire Golden State College Preparatory Academy~~Charter School in a reasonably timely manner upon request ~~under Education Code section 47604.3.~~

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

~~Aspire Golden State College Preparatory Academy Charter School~~ in accordance with Education Code ~~Section~~section 47604.3, shall promptly respond to all reasonable inquiries ~~from the District~~, including but not limited to, inquiries regarding financial records, ~~from the District~~Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. ~~Aspire Golden State College Preparatory Academy Charter School~~ acknowledges that it is subject to audit by ~~OUSD if OUSD-District~~. If the District seeks an audit of ~~Aspire Golden State College Preparatory Academy it 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 ~~Aspire Golden State College Preparatory Academy Charter School~~ by law or charter provisions.

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

~~Aspire Golden State College Preparatory Academy and/or its non-profit~~

Charter School Ombudsperson

~~Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.~~

Current Governance Structure

Nonprofit Public Benefit Corporation

~~The Charter School is a directly funded independent charter school operated by Aspire Public Schools, a California nonprofit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporations law.~~

~~The Charter School will be solely responsible for 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. Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix VII, please find Aspire Public Schools' current Articles of Incorporation, Bylaws in Appendix VIII, and Conflict of Interest Code found in Appendix IX. Proof of Aspire's tax exempt status is attached in Appendix X. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors

The Charter School is governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Current Board members are listed with their bios on Aspire's website. Directors are elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years.

The District may appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board shall participate in AB 2158 ethics training, as required by law.

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

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

1. Nominations are open, and may be submitted by completing the Nomination Form.
2. Candidate names and bios shared with the Governance Committee.
3. Governance Committee considers alignment with Aspire identified board composition goals established by the Board, and selects prospects for initial conversations.
4. Executive Director(s), Board Chair, and/or Governance Committee Chair have an initial vetting conversation with potential candidates to assess candidate alignment with Aspire values using board candidate questions. Feedback is provided to the Governance Committee.
5. Candidates with mutual interest are sent a packet by Aspire staff that includes:
 - a. Board member job description

- b. Annual board meeting schedule
 - c. Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
 - d. Aspire overview
 - e. Organization chart
6. Aspire Leadership has a conversation with the candidate to discuss strategic Aspire issues. Feedback shared with the Governance Committee.
 7. Additional conversations with the Governance Committee and other members of the Board as needed using board candidate questions.
 8. Aspire provides an opportunity for the candidate to visit an Aspire school in their region (i.e., Central Valley, Los Angeles, or Bay Area, depending on the candidate's residence).
 9. The Governance Committee makes recommendations to the full Board.
 10. Board votes on nominations.
 11. Preferably, a newly appointed Board member's term begins at the full board meeting after the candidate accepts membership.

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

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

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

Diversity – Diversity of all kinds is an important factor.

Board Meetings and Duties

The Board of Directors will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board agendas on the Charter School's public website or utilize a publicly accessible "integrated agenda management platform," consistent with the requirements of Government Code Section 54954.2(a)(2)(d).

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

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

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

For Aspire board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. Given current student enrollment across the Aspire network, Board meetings are physically held at the Central Valley Regional Office of Aspire Public Schools, currently 4202 Coronado Avenue, Stockton, CA 95204 and are subject to change pursuant to the terms above. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room or a similar location at the location posted on the agenda to assist any members of the public who would like to participate via two-way teleconference or video broadcast. The Brown Act is followed with regard to Board members' teleconference or videoconference attendance at Board meetings. Prior to each school year, the Board of Directors sets and approves its annual calendar of meetings for the upcoming year. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. To the extent that Aspire Golden State College Preparatory Academy is a recipient of federal funds, including federal Title I, Part A funds, Aspire Golden State College Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Aspire Golden State College Preparatory Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

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

~~FAMILY AND COMMUNITY~~

All meetings of the Board are meetings in which the public may attend and participate.

Regular Board meetings are typically held 5 times per year. Executive Committee meetings are held approximately every month. Frequency and location of Regular Board and Executive Committee meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Article 6, Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has

developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, et seq., as set forth in Education Code Section 47604.1. Board members may abstain from a vote.

The Board has delegated limited approval authority to an Executive Committee, which handles all Charter School-related matters, such as student discipline, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee typically meets each month in which no regular Board meeting is held and is subject to Brown Act requirements. The Executive Committee meetings are broadcasted in the same way as the full Board meetings.

The Executive Committee's responsibilities are as follows:

1. Routine compliance reports to chartering authorizers, including, but not limited to, regional or school-based finance and audit reports;
2. Routine submissions to chartering authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school admission preferences or policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;
11. Review and approval of Local Control and Accountability Plans for each individual Aspire charter school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between Board meetings

Aspire Public Schools Leadership

Executive Director, Home Office and Aspire Foundation – This role oversees Aspire's Home Office, which provides supports and services to all Aspire schools and regional offices. This role also oversees the Aspire Foundation, which leads Development, Communication, and Advocacy for the Organization..

Chief Financial Officer ("CFO") – The CFO is responsible for general accounting and financial planning and analysis, as well as major real estate planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

General Counsel (“GC”) - The General Counsel leads the organization’s legal and risk management efforts in support of Aspire’s scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, compliance, and risk mitigation.

VP of Data and Technology - This role oversees data management and reporting, Information Technology, and Systems for Aspire. The VP focuses on leveraging data analytics to drive instructional improvements, and systems and technology solutions to enhance operational efficiency.

Regional Executive Director – This role is responsible for the strategic direction and success of the schools in their region.

Principal – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

Aspire Public Schools Additional Board Committees

Finance Committee- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization’s bond covenants

- Compensation Committee – reviews the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. Recommends just and fair compensation.

Audit Committee - assists the Board in the Board’s oversight of the quality and integrity of Aspire’s accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools’ governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.

- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession
- Assess the effectiveness of board, directors and committees
- Identify opportunities for the Board to keep abreast of

Parental Involvement in Governance

Parent Advisory Committee

Aspire encourages all ~~stakeholders~~ educational partners (families, students and staff) to participate in, and share responsibility for, the ~~educational process and~~ educational process and educational results of the Charter School. In order to achieve this important end, ~~pursuant to Education Code (EC) Section 52852,~~ the Charter School shares local control with a School Site Council (SSC). ~~The SSC is comprised of the principal and representatives of: teachers, other school personnel, parents of pupils attending the school, and in secondary schools, students themselves will be part of the group. The group is generally~~ 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, ~~collaborate on the~~ collaborating on the development of The Charter School's Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

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

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

The PAC is composed of the principal, staff representatives, students (for sites that serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the school/Charter School, the principal also/Principal plays a vital role in the success of the SSC. They are responsible for voting on members, providing PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, and collaboration on educational partner priorities and concerns, and guidance for the overall guidance on the implementation and success of the group.

~~ADDITIONAL~~ Educational partner involvement is critical to the success of the PAC. Any parent or guardian of an enrolled student is welcomed to participate on the Parent Advisory Committee. Public participation is valued. Meetings are advertised and promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members also complete a survey assessing their perceptions of the committee, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, the Charter School's website contains the following information in both Spanish and English:

- Timely notices of school committee meetings that involve parents.
- Meetings held/interpreted in Spanish and English.
- Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
- Short summaries of issues, ideas, and decisions of school committees
- At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The PAC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the PAC :

- Management of the Charter School
- Policy-making
- Political organizing

- Fundraising
- Personnel recommendations and decisions

English Learner Advisory Committee

The role of the English Learner Advisory Committee (“ELAC”) is to advise the Principal and Parent Advisory Committee on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School’s needs assessment and efforts to make parents aware of the importance of regular school attendance.

~~If FOR FAMILY~~ If the Charter School has an enrollment of 21 or more English learners, then the principal will ensure that the ELAC meets all applicable requirements. Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other community meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the Principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place every year, in the Fall. The term of office is one year. If there are vacancies, the Charter School may conduct elections at any time.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in any language that 15% or more families indicate is the home language. Additionally, the printout of the ParentSquare message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, PAC, and ELAC meetings.

Student Involvement in Governance

Our Student Government Association (“SGA”) is an A-G credit-bearing course where our elected student body works closely with the Principal and leadership teams to inform policy, provide input in programming, and plan school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. The SGA regularly invites OUSD Board members and other influential community members to our Charter School to observe our academic programs. The SGA provides regular feedback on our instructional programming, too. For instance, the SGA provided input on their pathway-aligned exhibition projects to have a voice in their education. Multiple SGA representatives attend our quarterly School Site Council meetings to help monitor and provide input on the LCAP.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

- ~~1. If the Families, students and teachers meet at least twice a year to plan and assess the students’ learning progress and determine goals.~~

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

- ~~2.~~ ● Exhibition panels – Families may sit on panels to judge student work; twice a year.
- ~~3.~~ ● School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at ~~The~~the Charter School.
- ~~4.~~ ● Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- ~~5.~~ ● Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.
- ~~6.~~ ● Fundraising – Families and community members may work with ~~The~~the Charter School to raise additional resources to support students and ~~The~~the Charter School program.
- ~~7.~~ ● Advocacy – Families and community members communicate ~~The~~the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

8.● Aspire Board of Directors meetings (including Executive Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to ~~the meeting~~all regular meetings.

- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire ~~has issued~~maintains a Uniform Complaint Procedure Policy, Title IX Policy and Grievance Procedures for Sexual Harassment, and a Community Complaint Form- (for general complaints), which can ~~both~~ be found in Appendix ~~XIII~~XI. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Harassment, Intimidation, Discrimination~~/Harassment, and Bullying~~ Policy and Complaint Procedure, attached in Appendix ~~XIII~~XII.

Element 5: Employee Qualifications

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

~~EQUAL EMPLOYMENT OPPORTUNITY~~

~~Equal Employment Opportunity and Nondiscrimination~~

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. ~~Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.~~

~~ESEA/ESSA AND CREDENTIALING REQUIREMENTS~~

~~Teacher Credentialing Requirements~~

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

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

~~OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER~~

CREDENTIALING

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 ~~re-orting~~reporting of egregious misconduct.

EMPLOYMENT OF FELONS

Employment of Felons

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

Overview

Aspire Principal Qualifications

will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire is and shall continue to be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and its Board of Directors shall not require any individual to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's HR professionals shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Section 47605(l)(1). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Aspire Leadership Structure

Executive Director, Aspire Home Office and Foundation (ED, HO & Foundation)

JOB SUMMARY

The Executive Director (ED) of the Aspire Public Schools Home Office and Foundation provides leadership and development for Aspire's Home Office, and develops and leads the administration, programs, and strategy for the Aspire Public Schools Foundation (Foundation), including overseeing the Foundation's strategic planning, implementation, and evaluation in three key areas: fundraising, communications, and advocacy, all in support of the mission, vision, and strategic priorities of Aspire Public Schools.

The ED serves as a key member of the Aspire Public Schools Leadership Team, and oversees a team that reflects the Foundation's three key areas of work. The ED recruits and manages a Foundation Board in support of the organization's fundraising efforts, and identifies and supervises additional external partnerships in furtherance of the organization's

fundraising, communications, and advocacy work.

ESSENTIAL FUNCTIONS

● Leadership & Management:

- Build and manage a high-performing Home Office leadership team that delivers effective and critical support services for each of the Aspire regions.
- Cultivate and support a cohesive and robust Home Office culture that reflects Aspire's core values and promotes a unified identity.
- Oversee key functions, including Data and Technology, HR, communications, legal, financial, advocacy, and philanthropy.
- Ensure that the Home Office has a viable long-term financial plan and a diversified and sustainable funding base.
- Keep the Aspire Board of Directors informed and engaged in partnership with fellow Executive Directors.
- Build coalitions, relationships, and partnerships with stakeholders, including school districts, donors, community members, and leaders of community and political organizations.
- Implement consistent accountability systems to ensure progress toward shared goals.
- Ensure the fiscal health and sustainability of the Foundation through managing the overall Foundation budget, ensuring proper use of philanthropic funds in accordance with relevant laws and regulations, and mitigating legal risk and liability.
- Ensure consistent quality of fundraising, communications, and advocacy efforts and systems in support of both the Foundation and Aspire Public Schools.
- Identify and manage timelines, resources, partnerships, and outreach needed to achieve strategic goals for Aspire Public Schools.
- Develop, maintain, and support a robust Foundation Board to serve as ambassadors and advocates for the Foundation and for Aspire Public Schools.
- Lead, coach, develop, and retain a high-performing Foundation Team that includes key roles in fundraising, communications, and advocacy.
- Serve as a key member of the Aspire Public Schools Leadership Team.

● Fundraising:

- Responsible for identifying, developing, and securing philanthropic resources sufficient to ensure the financial health of the Foundation and in support of the mission, vision, and key strategic priorities of Aspire Public Schools.
- Oversee the Foundation's individual, corporate, and institutional fundraising strategies and execution to increase philanthropic support for key initiatives and priorities at every level of the organization
- Develop and implement policies and practices that ensure equitable allocation of philanthropic resources across Aspire Public Schools.

- Serve as primary liaison with regional Executive Directors and other key organizational and regional leaders to determine regional priorities and associated philanthropic needs, and develop and implement strategies to support those priorities.
- Manage and steward portfolio of highest level donors to ensure ongoing support for Aspire Public Schools.
- Develop and successfully implement a strategic approach to identifying, initiating, and developing relationships with new philanthropic donors.
- Lead the development of compelling stories and messages to be shared externally and with funders.

● **Communications:**

- Support alignment in key organization-wide communications and branding across Aspire Public Schools.
- Identify and oversee all external partnerships related to communications, including PR and pro-active media support, managing crisis communications to mitigate legal risk and potential liability, photography and videography, website development and updates, graphic design, and additional partnerships as necessary.
- Lead strategic planning to develop and train brand ambassador/brand training materials to ensure key stakeholders know how to uphold and effectively promote the Aspire brand.
- Develop, support, and maintain consistent channels of communications across the organization, including ongoing assessment of effectiveness of communications to all stakeholders.
- Oversee the development and distribution of key donor-facing communications, including annual Gratitude Report and regular cadence of donor-facing messaging across multiple platforms.
- Ensure the maintenance and effectiveness of annual marketing and communications activities across multiple channels.
- Lead the strategic planning and execution of major events led and/or hosted by the Foundation team throughout the year.

● **Advocacy:**

- In partnership with the General Counsel and/or Director of Family Advocacy and Community Engagement as relevant from Aspire Public Schools, develop and implement a strategic plan to address advocacy priorities for Aspire Public Schools on a state-wide, and national level.
- Support external media outreach to highlight key advocacy priorities, initiatives, opportunities, and celebrations through proactive and earned media on a local, state-wide, and national level.
- Serve as the primary liaison with key state-wide advocacy partners, including contract lobbyists, state-wide advocacy organizations, and communications partners who amplify the organization's advocacy efforts.

Additional:

- Demonstrate knowledge of, and support for the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS

Minimum educational level:

- Bachelor's degree
- Advanced degree preferred

Experience required:

- 5+ year experience in fundraising, marketing/communications, or advocacy work
- Exceptional communication skills, both written and verbal.
- Experience developing strategic plans, metrics, and progress monitoring.
- Knowledge of fundraising techniques and strategies.
- Excellent computer skills with all Microsoft Office programs; Salesforce experience preferred.
- Understanding of budgeting process, with the ability to create compelling narratives based on the organization's financial data.
- Strong interpersonal and process management skills, with a strong interest in and talent for working on teams.

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others
- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making
- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution

- Can attract, develop and inspire great teams

Required educational level:

- Bachelor's Degree/ CPA and/or MBA preferred

Required experience:

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

General Counsel

Grounding in Aspire's mission and vision, the General Counsel leads the legal efforts and risk management in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, and risk mitigation. The General Counsel will coordinate Aspire's use of outside counsel. This position also oversees the organization's governance, supports its Board of Directors, and joins forces with internal and external partners to advance advocacy efforts and influence systemic change for the TK-12 public education sector. The General Counsel applies a student-centered approach to legal and compliance matters.

ESSENTIAL FUNCTIONS

Legal Matters

- Represent Aspire in all open and pending legal and legal-adjacent matters, mediations, depositions, etc. Develop legal strategies and lead implementation in partnership with associated departments and schools. Manage associated insurance claims as relevant.
- Determine when and how to leverage outside counsel for specific expertise as needed. Identify and partner with outside legal counsel on legal strategies.
- Provide legal advice and guidance to Aspire leaders on special education, employment law matters, charter authorization, compensation, vendor management, and emergency response, including direct partnership with HR leaders across all regions and Home Office who manage Employee Relations cases and associated investigations.
- Supervise responses to requests for information (e.g. public records requests pursuant to the Public Records Act) and subpoenas.
- Manage legal budget to optimize use of internal staff, external counsel, and pro-bono legal services.

Board Governance

- Ensure and support with compliance with all public transparency and conflict of interest laws

- Ensure compliance with all related laws including Brown Act, Form 700, Political Reform Act
- Stay current on all applicable laws and policies, with an emphasis on charter law
- Maintain internal and external policies and procedures as needed
- Research and advise on optimal governance structures for Aspire to ensure values alignment and legal compliance and proper standing as it relates to tax exemptions, charitable purpose, conflict of interest, etc. Support any governance changes in terms of documentation, policies, coordination with outside counsel.
- Work with Aspire leadership to plan, support and attend all Board meetings, serve as a legal resource for Board and C-Suite, and ensure Board's execution of its fiduciary duties.

Minimum educational level:

- J. D. (Juris Doctor) required with 8+ years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA.

Experience required:

- Significant experience working on legal matters with public sector practice or in legal positions at charter schools.
- Experience in TK-12 education. Understanding of education law, CA laws related to governance and public agencies.
- Experience with all or some combination of employment law, contracts, special education law.
- Experience crafting and reviewing legal strategy in response to litigation.
- Evidence of ability to work well with colleagues, outside counsel, opposing counsel, and department and school leaders.
- Demonstrated passion for public education and equitable systems.

Vice President, Data and Technology

The Vice President of Data and Technology leads the development and execution of a comprehensive data, systems and technology strategy across our Central Office and Regions. This role focuses on leveraging data analytics to drive instructional improvements and systems and technology to enhance operational efficiency. This leadership role requires a visionary thinker with a deep understanding of data analytics, technology trends, and business processes for a network's lifecycle. The leader is passionate about driving organizational change through data-driven decision-making and leveraging technology as an enabler for individuals and teams to do great work.

JOB RESPONSIBILITIES:

- **Strategic Leadership:**

- An innovative thinker who leverages data, systems and technology to enhance student outcomes, streamline operations, and foster a culture of continuous improvement.
- Develop and implement data, systems and technology strategies that align with the educational goals and mission of each region.
- Collaborate with senior leadership to identify opportunities and integrate data and technology initiatives to drive innovation and improvement plans.
- Play a key role in shaping the scope of shared services to be provided to Aspire regional entities as we work towards Transformation into separate entities.
- Make strategic recommendations and work closely with Executive Directors and Aspire Executive Team to consider efficiency, costs, etc. Provide strategic thought partnership around data integrity and approaches for the Transformation Stage.
- This leadership role is a member of the Home Office Leadership Team.

- **Data Management - analytics and insights:**

- Oversee data governance, data quality, and data architecture.
- Ensure the organization leverages data analytics for decision-making and operational improvements.
- Oversee the collection, management, and analysis of data across the network.
- Establish data governance frameworks to ensure data quality, security, and compliance with relevant regulations.
- Lead the design and implementation of data analytics initiatives that provide actionable insights for educators, administrators, and stakeholders.

- **Systems and Technology Oversight:**

- Oversee the strategic direction and management of all IT and systems initiatives across the organization.
- Ensure the organization's IT and systems infrastructure is secure, scalable, and efficient for optimal performance.
- Oversee the management of the procurement, implementation, and maintenance of technology systems and solutions.
- Evaluate and implement educational technology tools that enhance teaching and learning experiences.

- **Team Development:**

- Build, mentor, and lead high-performing data and technology teams.
- Foster a culture of innovation, collaboration, and continuous improvement.

- **Budgeting and Resource Allocation:**

- Develop and manage the overall budget for data, systems, and technology; ensure the effective allocation of resources to meet strategic priorities.
- Monitor expenditures and ensure cost-effectiveness of data, systems and technology investments.

- **Stakeholder Engagement:**

- Communicate data strategy and technology initiatives effectively to all levels - leaders, educators, staff, and the broader community.
- Act as a liaison between technical teams and central/regional office leaders to ensure alignment and understanding.

- **Compliance and Risk Management:**

- Establish and enforce policies and procedures to ensure data security, privacy, and compliance with relevant regulations and standards.
- Conduct risk assessments and implement security measures to protect organizational data and IT assets.

- **Continuous Improvement:**

- Monitor and evaluate the effectiveness of data initiatives and technology implementations, making adjustments as needed.
- Stay current with emerging trends in education technology and data analytics to inform strategic decisions.
- Collaborate with regional leaders and Home Office Leadership to further the AI strategy in the Aspire context.

***Additional:**

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.

QUALIFICATIONS

- Strong understanding of K-12 education data systems, assessment tools, and educational technology.
- Systems-level thinking with the ability to solve problems and build scalable solutions.
- Proven track record of developing and executing data and technology strategies in a fast-paced environment.
- Proven ability to translate data insights into actionable strategies for improvement.
- Exceptional leadership, communication, and interpersonal skills.
- Ability to work collaboratively across regions, departments and influence stakeholders.
- Commitment to fostering an inclusive and equitable educational environment.

Minimum educational level:

- Bachelor's degree in Computer Science, Information Technology, Data Science, or a related field.
- MBA or advanced degree preferred.

Experience required:

- 8+ years of experience in data and systems management, technology leadership, or a related field, with at least 5 years in a senior leadership role.

Executive Director

Reporting directly to the Board of Directors, the Executive Director has overall responsibility for the performance of their region's schools in the areas of strategic leadership; academic and programmatic excellence; diversity, equity, and inclusion; chartering authority and community partnerships; talent development, and operational and fiscal health. Job duties include:

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;
- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships, with the Home Office/Aspire Public Schools, and across the organization at large;
- Cultivating a cohesive, values-aligned team (inclusive of principals) that demonstrates strong team culture, communication, and role clarity;
- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong chartering authority and county office of education relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.

REQUIRED

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.**KNOWLEDGE, SKILLS & ABILITIES**

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.
- Demonstrated success as an instructional leader, including professional development of teachers and principals, in public charter or district schools serving primarily Black, Indigenous, and People of Color ("BIPOC") scholars.
- Demonstrated command of the intricacies of school operations and planning.
- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.

- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.
- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

Education & Certifications

- BA required, Master's degree and above preferred
- CA Teaching or Admin Credential preferred

Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

Superintendent of Schools

The Superintendent of Schools is responsible for administering, directing and coordinating the overall school's support program in all areas as assigned. This support includes a culturally responsive leadership program and development, talent development, school budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation.

The Superintendent of Schools supervises the Managing Director(s) of schools, providing coaching, development, resource allocation, and support for school supervision.

The Superintendent of Schools participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Regional Leadership Team. The work requires an understanding of the overall mission, goals, and objectives of Aspire, anti-racist stance, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets.

School Supervision and Leadership Development

- Responsible for ensuring all scholars in the region have access to effective, culturally responsive school leaders, who are charged to ensure rigorous, culturally responsive instruction that prepares scholars for success in college, career, and life.
- Work with Executive Directors and engage the regional community to define the leadership pathway vision for the region that aligns with Aspire's mission, vision, core values, and equity commitments, anti-racist stance, and strategic plan and metrics.
- Collaborates with the Executive Director and Superintendent of Academics, on policies and procedures affecting the instructional program and management of schools.
- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and instructional programs.
- Supervises Managing Director(s) of schools and provides coaching and support for school supervision.
- Hosts the School Supervisor Community of Practice providing norming, frameworks and feedback to ensure alignment among principal supervisor practices.
- Organizes and/or facilitates principal and supporting administrator regional community of practice.
- Supports hosting Instructional Rounds and Learning Walks across schools with school leaders and other members of the regional team
- Observes classroom instruction to determine overall degree of implementation of the instructional program, student/school needs, usefulness of materials, and level of instruction.
- Hosts the Regional Equity Leadership Team to develop equity focused learning for teammates and consider equity problems of practice.
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to subgroups and disproportionality.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Partner with counterparts in other regions to shape and refine Aspire's principal supervision and school support system to ensure consistent and high-quality school support and principal development.
- Ability to problem solve, project manage, talent manage and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality, equity informed, instructional support, especially re Common Core State Standards.
- Comprehensive knowledge of curriculum development, effective instructional practices and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain effective relationships with parents, principals, teachers, supervisors, other responsible school, local, and state officials from diverse cultural and linguistic backgrounds.
- Ability to engage in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.

- Has engaged in work to address individual lens of racial and social oppression, and also led work to disrupt oppression on a systemic level
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

EDUCATIONAL & LICENSURES:

- Bachelor's required
- Master's degree from an accredited college or university, preferred
- Possession of an administrative credential in school administration preferred.

EXPERIENCE

- 7+ years of field experience in education, including experience as a teacher and in an administrative or supervisory position.
- At least two years as a leader at the regional, network, or district level supervising region-wide instructional program and teammates with a proven track record of student success

Managing Director of Schools

The Managing Director of Schools is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school). The Managing Directors work to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Managing Director may provide support to the Executive Director and Superintendents in the areas of , culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

In collaboration with the Superintendents, the Managing Director will support the development, implementation, and evaluation of regional initiatives and other system-wide policies and is an integral part of the Regional Instructional Leadership and/or Equity Leadership teams. The work requires an understanding of anti-racist practices, Culturally Responsive Leadership, overall mission, goals, and objectives of Aspire and the region; however, the primary focus is to provide meaningful support for the principals and supporting administrators to disrupt racialized outcomes for scholars.

Supervision, Curriculum and Staff Development

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.

- Supports the Superintendents to organize and participate in principal and supporting administrator regional meetings.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- If needed, participates in region-wide equity based programming with a focus on leadership development on either the Regional Diversity, Equity, Inclusion Council, Regional Equity Team, or Pro-Black Programming Leadership Team.
- Support in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework and Aspire Student Learning Framework .
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially regarding CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.

- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Excellent human relations skills.

EDUCATION & LICENTURES:

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education with at least two years of site leadership experience.
- Extensive and progressively experience in teaching and school administration.
- Experience supervising principals is preferred.

Regional Director Special Education

Under the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.
- Knowledge of Aspire's SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.

- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

1) Minimum educational level:

- CA Education Specialist Credential and CLAD certification required OR CA Related Service Provider Credential/License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc)
- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

2) Experience required:

- 3-5 years' experience with special education program leadership and charter experience

Regional Director of Student Services ("RDSS")

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board ("SARB"), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties

- Deals with obstacles and constraints positively

Educational Level:

- Master's Degree in Education, Counseling, Social Work or related discipline

Required experience:

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

Senior Director of Operations

The Senior Director of Operations drives the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversees the Operations Team. Works cross-functionally and collaboratively to share, create buy-in and implement their vision and strategy. Has excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

The Senior Director of Operations is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight. This support includes leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Senior Director of Operations performs related duties as required or assigned under the general direction of Regional Leadership.

Leadership and Strategic Vision

- Lead in developing, executing, and achieving Aspire's vision, mission, strategies, and goals, ensuring alignment across school sites, regional teams, and Home Office functions.
- Serve as part of the Bay Area Senior Leadership Team to problem-solve regional issues and support continuous improvement of Aspire-wide policies and procedures.
- Oversee and contribute to operational goals that prioritize student achievement, long-term financial sustainability, and risk mitigation.

Operational Excellence

- Develop and implement strategic plans to transform school, regional, and organization-wide operations, collaborating with key stakeholders to identify and drive process improvements.
- Direct operational best practices and communicate them through professional development, documents, and presentations.

- Review and analyze student attendance and enrollment data to guide principals
- Support principals and non-instructional staff in operational deliverables to ensure daily operational excellence.
- Manage and provide leadership for charter application, renewal, and compliance processes, fostering positive relationships with authorizers.
- Direct teams responsible for maintenance, custodial services, energy management, and capital projects.
- Manage regional capital projects, coordinating with project managers to ensure compliance with building codes, and overseeing timely delivery of facilities projects like portable classrooms.

Supervision and Team Development

- Support the supervision and coaching of school Business Managers and regional teammates, enhancing their capacity in operations leadership, feedback, and system management.
- Visit schools to monitor progress, develop principal capacity, and support the growth of Business Managers in achieving operational goals.
- Oversee and participate in principal and regional meetings to align operational practices and support leadership development.

Partnerships and Vendor Management

- Act as liaison between the region and Home Office Operations, managing regional and national vendor relationships and contracts.
- Collaborate with IT and Data teams to implement strategies that enhance student learning and operational efficiency.

Professional Development and Support

- Work with the Home Office and Regional Office employees to design and deliver professional development for principals and Business Managers.
- Plan, budget, schedule, and evaluate professional development for non-instructional staff.
- Co-plan and lead retreats for Office Managers/Business Managers to align professional growth with organizational goals.

Data and Decision-Making

- Oversee Data Analysis and Data Visualization teams to provide user-friendly tools for data-driven decision-making.
- Lead cross-functional initiatives for better coordination and communication across schools, regions, and the Home Office, fostering an environment of continuous feedback and growth.

Talent Management

- Hire, develop, and retain key talent to ensure the success of operations.
- Set clear goals, provide constructive feedback, and offer growth opportunities for team members.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, with regard to Common Core State Standards and culturally responsive teaching and leadership.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and LICENSURES

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 3+ years of school or district operational system leadership experience

Principal Qualifications

The Charter School's Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. A The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

~~Required educational level:~~

Educational Level:

- *● Bachelor's degree
- *● Masters or Ph.D. in Education preferred
- ESSA Administrative Credential preferred
- *● NCLB Highly Qualified preferred

Required experience:

- *● 7 ~~plus~~ years teaching and administrative experience
- 3 ~~plus~~ 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
- Office 7+ years teaching and administrative experience

Dean of Students

The Dean of Students is responsible for supporting the principal in building a culture that fosters respect and is driven by the principles of "College for Certain." This valuable role integrates strong models of relationship development, collaborative learning, conflict resolution skills, and establishes a culture of restorative practices through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills, and abilities:

- Knowledge of business and management principles and processes involving; program development, planning, resource allocation and coordination of people and resources
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team and in stressful environments
- Ability to provide excellent communication and present information and ideas so that others will understand
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data

Educational level:

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid credential preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+ years teaching and/or administrative experience, preferred

Special Populations Administrator, Community Schools

In service of supporting schools to achieve their special education academic and social-emotional targets under the California Community Schools Partnership Program, the Special Populations Administrator plays a key role in the development, coaching, implementation, and delivery of comprehensive special populations behavioral health & MTSS programming at the school site level. This role is primarily focused on assisting schools in developing and refining a vision of site-based, special education behavioral health and MTSS programs that are rigorous, inquiry-based, standards-aligned, and student-collaborative centered. Guided by culturally responsive teaching strategies, the Special Populations Lead supports within the special education academic program to ensure legally compliant and instructionally-effective services for students with exceptional needs; and provides professional development support to school site special education staff.

Reporting to the Principal and in close collaboration with the Aspire Regional Special Education team, this impactful role also supports the development of high-quality pedagogy and instructional practices as aligned to the Aspire Student Learning Framework . The Lead will successfully implement a community school strategy for Aspire's Special Populations aligned to the California Community Schools Partnership Program. This role will be responsible for the design, implementation, and supervision of the programmatic preventions, interventions, and enrichment activities designed to support the holistic development of students and will co-design, develop, and facilitate/support all community school programming in the school.

Special Populations Program Leadership and Case Management

- Lead projects as assigned by the principal that may include; process improvement, cycle of inquiry-driven instructional improvements, or any other projects required
- Serve in the capacity of Lead Education Specialist:
 - Administer academic assessments, write academic assessment reports, and present at IEP meetings
 - Collaborate with faculty to ensure that student modifications and accommodations are being appropriately implemented in the general education classroom
 - Assist with the development of the master schedule to plan for all special population student needs.
 - Support site team with meeting minimum IDEA requirements related to case management
 - Input weekly IEP service tracking and meet all IEP timelines
 - Regularly collaborate with team members and related service providers to review student data, ensure IEP and behavior plan implementation, co-planning and/or co-teaching.

- Oversee, teach, and implement a student's behavior intervention plan, including gathering and analyzing relevant data regularly, and collaborating with staff members around student plan and progress
- Coordinate the development and implementation of a student's Individualized Transition Program

Instruction, Data & Assessment

- Provide supervision, observation and feedback on the implementation of the curriculum and behavior support for the Education Specialists.
- Identify and participate in school progress monitoring systems, data analysis, and adjustment of strategy and supports to meet Special Populations performance targets.
- Builds capacity through the management and development of Education Specialists and Special Populations Paraprofessional/Instructional Aides.

Behavioral Health

- Leads school leadership teams regarding all students in need of intensive and/or targeted behavioral supports
- Develops, supports, supervises, and provides differentiated training and coaching opportunities to school staff and families regarding schoolwide positive behavior support, classroom management, functional behavior assessment, behavior support plans, alternatives to suspension, and cultural and linguistic considerations in behavior and discipline.
- Ensures the use of best practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavior and academic support and intervention plans by collaborating with school psychologists, other specialists, or site staff including providing professional development as needed
- Collaborates with school staff in problem-solving individual, classroom, and school-wide behavioral challenges for students within the special populations program.
- Promotes and supports a team approach in behavior support planning and implementation among the school community, teachers, paraprofessionals, students, and parents.
- Regularly collects and analyzes behavioral data to guide decisions regarding individual student supports, classrooms, and school-wide systems.
- Collaborates with the special education team to design and implement behavior intervention strategies and programs
- Conducts Functional Behavior Assessments (FBA) assessments as required by IDEA, and provides behavior consultation to SST members, including support in drafting a strong behavior intervention plan and behavior data tracking systems
- As needed provides thought partnership to school site teammates and Program Specialists who conduct FBA assessments as required by IDEA
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Designs and supports the development of Behavior Intervention Plans
- Develop resources and provide professional learning in Applied Behavior Analysis , Crisis Prevention Institute (CPI), and/or other evidence-based methodologies related to addressing the needs of students with behavioral difficulties

MTSS Systems Alignment, Monitoring, and Staff Development:

- Is a collaborative member of the school leadership team and works on school-wide initiatives and priorities to ensure alignment of instructional practices and MTSS competencies
- Support the school site through an MTSS inventory, engagement, delivery of PDs, and on-the-ground coaching and support to staff in the area of MTSS:
 - Design, lead, and support professional development for school ED specialists, SPED support staff, and teachers that is aligned to the Special Education vision. Ensures explicit connections between coaching and professional development with the Transformational Leadership Framework and Aspire Students Learning Framework and use of approved instructional tools (Instructional guidelines, pacing guides, etc.).
 - In alignment with Aspire's equity commitments, works with the Principal to provide additional resources and/or support universal, targeted, and intensive support within an MTSS framework.
 - Analyzes site-level data in multiple content areas to identify school goals and trends. In collaboration with the Principal and regional leadership, co-creates school action plans to address gaps, creating opportunities to implement pedagogy and curriculum that reflect data-supported best practices from inside and outside of the organization, in support of coherent regional and school site priorities and initiatives.

Minimum educational level:

- Bachelor's degree required, with relevant degree and/or content expertise:

Licensure/Certifications:

- Special Education Teaching Credential (Mild-Moderate Support Needs/Extensive Support Needs) required.
- Pathway to a cleared credential within three years, required
- NCLB Highly Qualified preferred

Experience required:

- 3+ years as a Special Education Teacher required
- 5+ years of teaching and/or administrative experience preferred

Business Manager Qualifications

~~The Office Managers are~~Business Manager is responsible for overall ~~front office activities, will report non-~~academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal, and will work. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as ~~with students, parents, and outside parties. The Office Manager will have the following qualifications:~~consultants/vendors.

~~Required knowledge, skills, and abilities:~~

- Strong organizational, time management and ~~multi-tasking~~multitasking skills
- Strong interpersonal and communication skills
- ~~Expedience~~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

~~Required~~ Minimum educational level:

- ~~B.A.A. degree~~ Degree preferred or equivalent work experience

~~Required experience:~~

~~4~~ Experience required:

- ~~5~~ 6 plus years in fast-paced, ever changing administrative ~~support~~ position
- ~~Experience; experience in a school front office environment~~ preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines
- ~~Some supervisory experience preferred~~

Teacher Qualifications

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

1. ● Committed to students and learning
 2. ● Knowledgeable about their subject matter
 3. ● Skilled in management of learning
 4. ● Reflective in their practice
 5. ● Community-oriented
- Knowledge of child cognitive development and various learning styles
 - Knowledge of subject matter, including California State Standards and subject-specific frameworks
 - Knowledge of assessments
 - Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
 - Ability to analyze qualitative and quantitative student data
 - Ability and willingness to reflect and improve instructional practices
 - Ability to collaborate with colleagues, parents and community
 - Computer and Internet search skills

In addition, ~~teachers of core, college preparatory courses at each Aspire school will be required to per~~ Education Code 47605(l)(1) - Teachers in the Charter School hold a California ~~the~~ Commission on Teacher Credentialing (CCTC) certificate, permit, or other document ~~equivalent to that which~~ required for the teacher's certificated assignment. These documents

~~shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or school district. The Charter School shall have authority to request an emergency permit or a waiver from the CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses-commission on Teacher Credentialing in the same manner as a school district.~~

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

Teacher Hiring

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

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

- Principal: Chairs the hiring committee and makes all final decisions on hiring for ~~The~~the Charter School.
- Business/Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.
- Teachers: Actively participate in evaluating candidates through interview and demonstration lesson observation.
- Parents: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the Charter School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

After School Program Daily Operations:

- Work closely with the Principal and leadership team at the school site to create an After School Program that aligns with the vision and goals of the overall school site
- Oversee after school program throughout the school year, including select intersessional days.
- Communicate regularly with parents/families to engage them in the After School Program to help support student success
- Design and manage student and staff schedules for the After School Program.
- Collaborate with colleagues to ensure successful nutrition, supper, and snacks needs and requirement are met for scholars during After School Program hours
- Open and close program on a daily basis
- Track student information and maintains accurate student records, including attendance, in accordance with Aspire procedures

- Record teacher and staff hours and processes timesheets and other personnel documents in accordance with Aspire procedures
- Track After School Program students' academic performance to ensure continual progress
- Support classroom systems/procedures and helps manage student behavior to ensure all students are safe and fully engaged in learning

Team Leadership:

- Create an environment of high expectations for learning, student behavior and staff professionalism
- Foster a program culture of high expectations that includes college preparation for all students and enrichment beyond the core academic program
- Collaborate with Aspire team members to share best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Facilitate training and professional development for After School Program staff
- Hire, evaluate and coach After School Program staff

Additional:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.
-

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- A minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

After School Educator

The After School Educator provides academic intervention, homework support, and enrichment activities to students as part of a high-quality after school program. S/he independently supervises groups of students, facilitates learning, and works with other members of the After School Program team to meet the academic, social-emotional, behavioral, and physical needs of all students. This position may be responsible for delivering specialized enrichments or intervention programs requiring knowledge/experience in that specialty.

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Required Experience

- Experience working with children or youth in a school or community-based setting

Mental Health Therapist (Special Ed)

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Educational level & Licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Mental Health Therapist 1 (Gen Ed)

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Minimum educational level & licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Highly desirable qualifications:

- Bilingual - Spanish

Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

Required knowledge, skills, and abilities:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community

- Ability to excel as a member of a team and implement new learnings from professional development
- Ability to work with an ethnically and economically diverse student body
- Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

Educational level and licensures:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- Bachelor's Degree required; Master's Degree preferred

Experience

- 2+ years working with students which special needs in an educational setting required

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Educational level and licensures:

- Bachelor's degree
- Master's in education preferred
- Pupil Personnel Services Credential in School Psychology

Experience required:

- Pupil Personnel Services Credential

- School Psychologist Intern also acceptable

Instructional Aide, SPED Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required

- 1+ year working with students in special education with moderate / severe needs or students from urban communities in an educational setting

Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional ~~training~~training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to debrief observations, give and receive feedback, plan professional development opportunities, and decide upon next steps. This program consists of a reflective assessment and support process intended to help teachers in their initial years as a professional educator. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The Aspire program supports the demonstration and application of the California Standards for the Teaching Profession through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance.

In addition, Aspire ~~conducts~~uses differentiated coaching models to ensure that teachers are receiving coaching that supports their professional growth. This includes formal and informal observations of ~~teacher~~ instructional practice. Teachers receive frequent observations from ~~a trained observer~~admin throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework (~~ASLF~~). Originally based on ~~TNTP's~~The New Teacher Project's ("TNTP") Core Teaching Rubric, the ASLF ~~was revised from 2022 to 2024 to align with what we expect to see in culturally responsive classrooms.~~ The revision process included the input of senior leaders and staff, Principals, and educators, and included the incorporation of various sources which included TNTP, Equity Institute's Culturally Responsive Walkthrough Tool, The Massachusetts Department of Education CRT rubric, Unbounded's GLEAM framework, Universal Design for Learning and the Ready for Rigor Framework from Zaretta Hammond's Culturally Responsive Teaching & the Brain. The ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms: Culture of Learning, Essential Content, Academic Ownership & Demonstration of Learning. Each domain includes ~~a separate student look for, and a list of instructional strategies, known as~~Core Teacher Skills, that teachers may utilize to improve student ~~performance~~outcomes in the given area of focus. The Aspire ~~Rubric~~Student Learning Framework is attached in Appendix ~~XXIII~~.

Element 6: Health and Safety

~~"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include~~require all of the requirement thatfollowing:

~~(i) That each employee of the charter school furnish it the charter school with a criminal record summary as described in Section 44237.~~

~~(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.~~

~~(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(b)(5)(F).~~

HEALTH, SAFETY AND EMERGENCY PLAN

Site Safety Plan

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

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

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

BLOOD BORNE PATHOGENS

The, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall meet state and federal standards for dealing with blood borne pathogens and include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff, ~~potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.~~

Charter School shall 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 ~~AB 1432 (2014)~~Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

~~Role of Staff as Mandated Child Abuse Reporters~~

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

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

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

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

~~FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)~~

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

~~CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING~~

~~Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.~~

~~Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.~~

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

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

~~PROCEDURES FOR BACKGROUND CHECKS~~

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

with the Director of Employee Services and the Controller, shall monitor compliance with this policy.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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.

TUBERCULOSIS TESTING

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

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into GSP's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. GSP shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of GSP.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All ~~students~~ enrolled ~~and staff~~students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. 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

~~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.~~

GSP will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

~~Aspire~~Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, ~~et seq., regarding vision, hearing, and scoliosis screening,~~ as applicable to the grade levels served by ~~The~~the Charter School.

Diabetes

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

- ~~1.~~1. A description of type 2 diabetes.
- ~~2.~~2. A description of the risk factors and warning signs associated with type 2 diabetes.

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

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

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

SAFE PLACE TO LEARN ACT

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

ASBESTOS

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

FACILITY SAFETY

Suicide Prevention Policy

~~The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.~~

Prevention of Human Trafficking

~~The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.~~

Menstrual Products

~~The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.~~

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communications with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

GSP shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. GSP shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV") and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

Aspire and the Charter School are committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Facility Safety

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

Comprehensive ~~Sexual~~ Anti-Discrimination and Harassment Policies and ~~PROCEDURES~~ Procedures

~~Aspire~~GSP is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability. ~~Aspire has developed,~~ childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GSP shall develop a comprehensive policy to prevent and immediately remediate any concerns about ~~sexual~~ discrimination or harassment at ~~The Charter School-GSP~~ (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GSP's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Safety Act

Pursuant to AB ~~COMPETITIVE ATHLETICS~~

~~Charter School shall~~ 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with ~~the all~~ requirements ~~of Education Code section 221.9 with respect to the disclosure~~ under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements ~~regarding competitive athletics, and shall~~, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing

alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of Education Code ~~section 33479.1 et seq. with respect to any athletic program that~~ Section 39875(c), if offers applicable, relating to background checks and testing for individuals providing transportation services for students.

GUN-FREE SCHOOLS ACT

Extreme Weather Policy

On or before July 1, 2026, the Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

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

will develop.

Drug-Free/ALCOHOL-FREE/SMOKE-FREE ENVIRONMENT

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

SUICIDE PREVENTION POLICY (GRADES 7-12)

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

TRANSPORTATION

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

DATA PRIVACY

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

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

EMERGENCY PREPAREDNESS

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

~~procedures for The Charter School~~extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7

Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

~~"The means by which the charter school will achieve a racial and ethnic balance among its 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(b)(5)(G)

~~Aspire~~The Charter School will strive to ensure that the student population of ~~The Charter School will be~~ the Charter School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 reflective of the general population residing within the territorial jurisdiction of the District. ~~Aspire~~The Charter School will monitor the racial and ethnic, special education, and English learner balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan ~~on an annual basis~~, to ~~try to~~ achieve a ~~racially and ethnically diverse~~ student population that is reflective of the general population of the District, including students who receive SPED services and/or English Language Learners. These strategies will include:

- ~~Developing an enrollment timeline and process that allows for a broad-based recruiting recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds~~
- ~~Engaging in outreach efforts and making presentationspresentation via neighborhood groups, community organizations, neighborhood groups, youth organizations, churches, and other leadershiplocal organizations-~~
- ~~Advertising openingsopening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TVorganizations and small businesses, billboards, and radioTV public service announcements targeted towards toward diverse populations, and when needed, in various languages-, as needed~~
 - ~~All outreach and recruiting efforts are done in English and Spanish.~~
 - ~~Hosting open houses to provide information on the school's curriculum and Conduct community canvassing for opportunities to inform our community about our school program-~~
- ~~Recruiting, and supports for all student populations, including academically low achieving and economically disadvantaged students-~~
- ~~The Charter School~~ Hosting open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming
- Engage affinity groups in the outreach and recruitment efforts, including canvassing, open house event and student orientation events
- All outreach and recruitment materials are available in English and Spanish

GSP is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected. Aspire shall not discriminate on the basis a sense of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic belonging to our school community).

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance at GSP

Our goal is to diversify our applicant pool, to be one that is contained in the definition reflective of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual multiple backgrounds, including students who has any of the aforementioned characteristics). Aspire receive SPED services and/or English learners.

GSP is committed to upholding the District's ethnic balance goal, and the school's fostering a diverse and inclusive learning environment that reflects the rich backgrounds and varied needs of our students. We are dedicated to ensuring equitable access to our academic programs for students from all backgrounds, including those with different cultural identities, learning needs, and language experiences.

To guide our efforts, the school conducts an annual diversity needs assessment that includes the collection and analysis of data on student demographics, including race/ethnicity, socioeconomic status, disability status, and English language proficiency. This process is informed by input from key stakeholders—school staff, regional leaders, students, and community members—through focus groups, surveys, affinity spaces, and community-wide dialogue. The resulting insights help inform strategic outreach, programming, and recruitment continuous improvement efforts described above will.

As part of our strategic plan, we have outlined specific actions to maintain and strengthen the diversity of our student population, with focused support this for underrepresented groups. For example, we have increased enrollment among historically underserved populations by prioritizing authentic relationship-building and culturally relevant engagement. Our efforts include community events, targeted outreach, and mentorship initiatives designed to foster stronger connections between families and the school.

One area of focus is creating a school environment where Black students and families feel seen, supported, and valued. Programming includes culturally responsive instruction, cultural celebrations, and events that affirm Black identity and excellence. A dedicated coordinator leads these efforts and collaborates across the school network to share strategies and best practices that promote a more inclusive school culture.

For our multilingual learners , including English Learners, recently arrived students, and reclassified fluent English proficient students, we have implemented targeted support systems. These initiatives are designed to accelerate language development and foster a sense of belonging. Staff receive ongoing professional development and coaching in evidence-based practices to better support MLLs, and families are engaged through dedicated advisory committees and community partnerships that enhance advocacy and collaboration.

Additionally, GSP is committed to serving students with learning exceptionalities through inclusive practices. We have adopted a co-teaching model that supports learning in general education settings, and we prioritize the development of Individualized Education Plans (IEPs) and personalized support strategies to meet students' academic and social-emotional needs. Our inclusive approach emphasizes advocacy, collaboration, and high expectations for all students.

Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

<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</u>	<u>By November 1st of each school year</u>

	<u>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>Marketing Materials: Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish</u>	<u>All marketing materials and written communications are translated and a translator is secured for all open house information sessions</u> <u>Enrollment information on organization's website is updated and translated</u>	<u>By November 15th of each school year</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:</u>	<u>At least 3 open house</u>	<u>By February 15th of</u>

<u>Host open house information sessions for prospective families to learn more about the school.</u>	<u>information sessions held during the open enrollment period</u>	<u>each school year</u>
<u><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</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><i>Enrollment Data Analysis:</i> 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 8: Admissions Policies and Procedures

~~"Admission requirements, if applicable, (policies and procedures, consistent with subdivision (e) [of Education Code section 47605]."~~ – Ed. Code § 47605~~(b)(5)(H)-(I)~~

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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.~~

HOMELESS AND FOSTER YOUTH

~~As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).~~

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

~~The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian~~

within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

~~Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.~~

NON DISCRIMINATION

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or

economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section

422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

PARENT ENGAGEMENT

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

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

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

~~The Aspire application process is comprised of the following:~~

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

Public Random Drawing

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

- ~~• All students currently enrolled in the School~~

~~Admission preferences in the case of a public random drawing shall be given to the following students in the following order:~~

- ~~•~~1. All students who seek to continue their preparation and readiness for college from other Aspire schools, including those matriculating from an Aspire elementary school to an Aspire secondary school
- ~~•~~2. Children of Aspire Regular, Full-time employees
- ~~•~~3. Siblings of students already admitted to the Charter School
- ~~•~~4. Children of founding families of the Charter School
- ~~•~~5. Children residing within the District
- ~~•~~6. All other students who reside in the state of California

~~Upon confirmation that a student has secured a spot at~~

~~The Charter School, parents must submit a completed Registration Form. The lottery drawing open to and the public and all names will be selected randomly to determine~~ District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School's application process is comprised of the following steps:

1. Currently enrolled Charter School students who are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted and those who are during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization's website at <https://aspirepublicschools.org/enroll/> and information on the waitlist. The order of names drawn enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine the enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at <https://aspirepublicschools.org/enroll/>. Families do not need to attend the lottery in order to secure enrollment.

The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of names on the waitlist-grade level by the designated lottery official (appointed by the Principal). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

5. An Aspire designee will be in attendance at the lottery, which is open to the public.

At the conclusion of the public random drawing lottery, students who were accepted admitted will be notified by the Charter School Business Manager by phone, email, and/or mail within two days and asked to register within the designated timeline for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and

school. All students who were not granted admission due to capacity ~~shall also~~will be ~~contacted and told~~able to see their ~~number on the waitlist and then asked if they would like to stay~~place on the waitlist ~~for the upcoming year via their enrollment system account or by inquiring with the school office.~~ This ~~waitlist will be posted in a public place in the school and~~wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings

6. become available, ~~school personnel~~ the Business Manager will offer enrollment to students in the order as listed on the waitlist: through the online enrollment system. In no circumstance will a ~~waitlist~~ wait list carry over to the following school year.

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

FOUNDING PARENTS/FOUNDER FAMILY PREFERENCE

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

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

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

Planned Application, Public Random Drawing, and Admission Schedule

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

~~December – January~~	~~Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.~~
~~January – March~~	~~Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).~~
~~March – May~~	~~Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.~~

<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 their transition and additional support with the registration process.</u>

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(~~b~~)(5)(~~1~~);

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

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

~~An annual fiscal audit, required under the Charter Schools Act, School will be conducted by an auditor with experience in education finance and will use as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles.~~

Aspire's Audit Committee, in conjunction with Aspire's Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant's Directory published by the State Controller's Office, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K-12 LEAs as published in the California Code of Regulations. Aspire's 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 applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The Charter School or the Audit Committee (if any) will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ~~The~~the Charter School is a public record to be provided to the public upon request.

FINANCIAL STATEMENTS

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

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

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

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

~~"The procedures by which pupils can be suspended or expelled— from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:~~

~~(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.~~

~~(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:~~

~~(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.~~

~~(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.~~

~~(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."~~ ~~Ed. Code § 47605(b)(5)(J)-(L)~~

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

The policies and procedures for suspension and expulsion will be periodically reviewed and ~~the list of offenses for which students are subject to suspension and expulsion will be~~ modified as necessary ~~and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days to comport with legal requirements.~~ The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code ~~Section~~ 47605(~~de~~)(3), upon expulsion of any student, ~~The~~~~the~~ Charter School shall notify the ~~superintendent or superintendent designee~~ district of residence of the district of the pupil's last known address within ~~thirty (30)~~ days, and shall, upon request, provide that school district with a copy of the ~~cumulative record~~ education records of the pupil, including ~~report cards or~~ a transcript of grades ~~or report card~~, and health information.

~~This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process~~

and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

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

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

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

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. ~~This fits directly with Aspire's College for Certain model and~~ Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered ~~Systems~~System of ~~Support (MTSS); Supports~~: MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs. Below are our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behavioral Intervention Supports.

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

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

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

Social-Emotional Learning ~~("SEL")~~: SEL is the process through which children and adults acquire and effectively apply the ~~knowledge, attitudes,")~~

Our approach to Social and ~~skills necessary to understand~~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:

- ~~manage~~Managing emotions, ~~set and achieve positive goals, feel~~behaviors to support building healthy identities
- ~~Feeling and show~~expressing empathy and compassion for others, ~~establish~~
- Developing self-awareness and ~~maintain positive relationships,~~self-management strategies
- Building social-awareness and ~~make~~relationship skills
- Making responsible decisions. ~~Aspire utilizes proven SEL programs and other techniques to include SEL in our regular day program.~~

- Setting and achieving positive goals

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

Some examples of specific alternatives to suspension include:

Alternatives to Suspension

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

- ~~The~~ Parent Conference
- Personal Reflection
- School and/or community service
- Explicit instruction in pro-social behavioral skills
- Detention
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)
- Behavior Daily Reports
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community building circles

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

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

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

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

- Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.

○ Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:

- Professional Development topic pages. ~~For example, resource pages dedicated to Restorative Practices in Schools, supports resources around discipline and behavior interventions~~
 - ~~Links to OUSD support resources around discipline and behavior interventions~~
- Family resource referrals for outside agencies and supports

~~Collaborate with OUSD and outside agencies to craft and expand supports for our schools. Ex:~~

- ~~The RMSS works to keep abreast of OUSD recommendations and requirements around student support and communicate with our schools around that information.~~
- ~~The RMSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.~~

~~Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.~~

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

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

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

Part of the ~~RMSS's~~ RDSS's role is to routinely ~~access this~~ 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 ~~area superintendent~~ Executive Director.

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

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

SUSPENSION

~~Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.~~

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 non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.~~

~~Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.~~

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.~~

~~The Charter School administration shall ensure that students and their parents/guardians²⁹ 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.~~

²⁹ ~~The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.~~

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.~~

~~A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.~~

~~No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.~~

Definitions

~~Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code Section 48925)~~

- ~~1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level~~
- ~~2. Referral to a certificated employee designated by the principal to advise students~~
- ~~3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.~~

~~Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code Section 48925)~~

Notice of Regulations

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and involuntary removal. (Education Code Sections 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion ~~Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.~~

Authority to Suspend

- ~~1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.~~
- ~~2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.~~
- ~~3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.~~

Jurisdiction

A. of Students

A student may be suspended or expelled for prohibited misconduct if the act ~~1)~~ is related to ~~an Aspire~~ school activity, ~~2) occurs at an Aspire or school or attendance occurring at any other time including but not limited to: a) while on school, 3) occurs at an Aspire school's grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored event, or 4) occurs between any of the above and home (door to door) activity.~~

B. Enumerated Offenses

1. Discretionary Suspension *Alternatives*

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

Grounds for Suspension and Expulsion

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

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

- ~~(1a)~~ a) Caused, attempted to cause, or threatened to cause physical injury to another person. ~~or (2~~
- ~~b)~~ b) Willfully used force or violence upon the person of another, except ~~in~~ self-defense.
- ~~b)~~ c) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ~~c)~~ c) Unlawfully possessed, used, ~~sold,~~ or otherwise furnished, or ~~been was~~ under the influence of, ~~a~~ any controlled substance ~~listed in Chapter 2 (commencing with Section 11053) of Division 10 of the,~~ as defined in Health and Safety Code, ~~an Sections 11053-11058,~~ alcoholic beverage, or ~~an~~ intoxicant of any kind.
- ~~d)~~ d) Unlawfully offered, arranged, or negotiated to sell ~~a~~ any controlled substance ~~listed in Chapter 2 (commencing with Section 11053) of Division 10 of the~~ as defined in Health and Safety Code, ~~an Sections 11053-11058,~~ alcoholic beverage, or ~~an~~ intoxicant of any kind, and ~~either then~~ sold, delivered, or otherwise furnished to ~~a~~ any person another liquid, substance, or material and represented ~~the liquid, substance, or material as a same as~~ controlled substance, alcoholic beverage, or intoxicant.
- ~~e)~~ e) Committed or attempted to commit robbery or extortion.
- ~~f)~~ f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- ~~g)~~ g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- ~~h)~~ h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, ~~cigars,~~ miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. ~~However, this~~ This section does not prohibit ~~the use or possession by a pupil of his or her a~~ student's own prescription products by a student.
- ~~i)~~ i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ~~j)~~ j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in ~~Section 11014.5 of the~~ Health and Safety Code Section 11014.5.

~~k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.~~

~~(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.~~

~~l)~~ k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~ l) Possessed an imitation firearm. ~~As used in this section, "imitation firearm" means, i.e.:~~ a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.~~

~~o) Harassed, threatened, or intimidated a pupil/student who is a complaining witness or a witness in a school disciplinary proceeding for ~~purposes~~the purpose of either preventing that pupil/student from being a witness and/or retaliating against that pupil/student for being a witness, ~~or both~~.~~

~~p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.~~

~~q) Engaged in, or attempted to engage in, hazing. For the purposes of this ~~subdivision~~, "policy, "hazing-" means a method of initiation or preinitiation into a pupil/student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil/student. For purposes of this ~~subdivision~~, "policy, "hazing-" does not include athletic events or school-sanctioned events.~~

~~r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:~~

~~"p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.~~

~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.~~

~~r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.~~

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

~~1.~~ 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupilstudent or group of pupils as defined in Section 48900.2, 48900.3, students which would be deemed hate violence or 48900.4, harassment, threats, or intimidation, which are directed toward one or more pupilsstudents that has or can be reasonably predicted to have the effect of one or more of the following:

- ~~A.i.~~ A.i. Placing a reasonable ~~pupil or pupils~~ 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 pupil's student's or those pupils's students' person or property.
- ~~B.ii.~~ B.ii. Causing a reasonable pupilstudent to experience a substantially detrimental effect on ~~his or her~~ their physical or mental health.
- ~~C.iii.~~ C.iii. Causing a reasonable pupilstudent to experience substantial interference with ~~his or her~~ their academic performance.
- ~~D.iv.~~ D.iv. Causing a reasonable pupilstudent to experience substantial interference with ~~his or her~~ their ability to participate in or benefit from the services, activities, or privileges provided by ~~a school~~ the Charter School.

~~2. (A)~~ "2) "Electronic ~~act~~ Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- ~~A.i.~~ A.i. A message, text, sound, video, or image.
- ~~B.ii.~~ B.ii. A post on a social network Internet Web site including, but not limited to:

~~i.~~ (a) Posting to or creating a burn page. ~~"Burn~~ "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in ~~paragraph~~ subparagraph (1)-) above.

ii. ~~(b)~~ Creating a credible impersonation of another actual ~~pupil~~student for the purpose of having one or more of the effects listed in ~~paragraph~~subparagraph (1).

(1) " ~~(b)~~ above. "Credible impersonation" means to knowingly and without consent impersonate a ~~pupil~~student for the purpose of bullying the ~~pupil~~student and such that another ~~pupil~~student would reasonably believe, or has reasonably believed, that the ~~pupil~~student was or is the ~~pupil~~student who was impersonated.

(2) (c) Creating a false profile for the purpose of having one or more of the effects listed in ~~paragraph~~subparagraph (1). ~~(1)~~ ~~(b)~~ above. "False profile" means a profile of a fictitious ~~pupil~~student or a profile using the likeness or attributes of an actual ~~pupil~~student other than the ~~pupil~~student who created the false profile.

iii. ~~B)~~ 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.

2. 3) Notwithstanding ~~paragraph~~subparagraphs (1) and ~~subparagraph (A)~~, (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

4) —

u) A ~~pupil~~student who aids or abets, as defined in ~~Penal Code~~Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion,

~~pursuant to this section, except that a pupil~~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 ~~harm~~injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

~~In addition, Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire the student enrolled unless, in any of grades 4 to 12, inclusive, may be 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 from school or and recommended for expulsion if the CEO or the principal of the Charter School in which the student when it is enrolled determines that determined the student has:~~

- ~~• Committed sexual harassment as defined in the Education Code section 212.5.~~

~~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.

g) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Education Code Section 233 of the Education Code. (e). This provision shall apply to students in any of grades 6 to 12, inclusive.

- s) Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students, that are sufficiently severe or pervasive to have the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students-volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

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. Engaged in an act of bullying, including, but not limited to, paging 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 signaling equipment, cell phones, pagers, game devices, lasers, laser pointers, and music playing devices while 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 on campus directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or

destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian[1], at the conference. As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If

the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Administrative Actions

All requests for student suspension are to be processed by the Executive Director, Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director, Principal or designee. This is accomplished by entering this information into Aspire's electronic student information system. (Education Code Section 48911)

Suspension Appeals Process

A student or the student's parents or guardians may appeal a suspension imposed upon a student for their school-related offenses. The family may appeal first in writing at the Charter School level as directed to the Principal. The Principal or Principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the Executive Director designee, Regional Director of Student Services ("RDSS"), for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

- A. Uphold the suspension
- B. Determine that the suspension was not within Charter School guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the

suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

D. Authority to Expel

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

~~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 ~~in Cases Requiring Suspension~~

~~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 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

- ~~1. **Incident Investigation** The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.~~
- ~~2. **Determination of Length of Suspension** The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).~~

~~As defined in Education Code 48903 (a), except as provided in subdivision (g) of Section~~

48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

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

notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public (complying with all student confidentiality rules unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code Section 48918(c)(1))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code Section 48918(c)(2))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director, Principal or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code Section 48918(i)(1))

Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code Section 48918(i)(2))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration. (Education Code Section 48918(i)(3))

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to

expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. Expulsion Decision

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director, Principal or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code Section 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code Section 48918(f))

The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Board of Directors may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code Section 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code Section 48917)
3. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code Section 48917)
4. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

K. Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Principal

3. ~~Legal-Notifications~~ Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files. (Education Code Section 48902)

The ~~principal~~Principal or designee ~~also~~ shall notify appropriate city or county law enforcement authorities of any student acts ~~that~~which may involve the ~~possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or possession~~furnishing of ~~weapons or firearms, explosives, or other dangerous weapons~~ in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the

parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim

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(i))

The Board's decision is the final act within the jurisdiction of Aspire.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)

M. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of ~~suspected child abuse~~.

4. ~~Suspension~~ the Board of Directors ~~Conference~~ Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given ~~expel~~, shall send written notice of the suspension using this form. The Aspire Notice of

~~Suspension serves as written notification of the student's suspension and indicates the date of return following suspension decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall state also include the following: (a) Notice of the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.~~

~~A- The Executive Director or designee shall send a copy of this form is also sent to the Aspire home office (Attention: Director written notice of Student Services) and placed in the principal's private student files— suspension notices should not be placed in the decision to expel to the chartering authority. This notice shall include the following: (a) The student's cumulative file.~~

Appeals Process

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

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

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

Expulsion

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

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

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

A. Authority to Expel

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

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

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

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

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 the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process 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.

Expellable Offense

• ~~Mandatory Expulsion~~

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

~~Mandatory Expulsion does not require a second finding of fact~~

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

• ~~Mandatory Recommendation for Expulsion~~

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

• ~~Mandatory Recommendation for Expulsion requires a second finding of fact~~

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

• ~~Permissive Recommendation for Expulsion Requires a second finding of fact~~

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

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

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 DisciplineConsideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Disciplinary Removals of Less than 10 days:

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

2. Disciplinary Removals of 10 Days or More:

1.

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

2. Procedural Safeguards/Manifestation Determination

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

~~a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;~~
or

~~b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.~~

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

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

4. ~~Expulsion of Students with Disabilities:~~

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

Notification of ~~District of Residence~~SELPA

~~Aspire Public Schools~~The Charter School shall immediately notify the ~~District of Residence~~SELPA and coordinate the procedures in this policy with ~~said District f or the SELPA of the discipline of~~ 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~~that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services ~~Pending a Recommendation for Expulsion~~During Suspension

~~Students pending an expulsion hearing or following expulsion until enrollment~~suspended for more than ten (10) school days in a ~~different LEA~~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; (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~~Due Process Appeals

~~In situations where the parent of an Aspire student 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 results of a manifestation determination hearing, or Aspire Public Schools/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, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement 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 Aspire Public Schools/the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Aspire Public Schools/the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Aspire Public School administrators, the CEO or designee (Director of Special Education) Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~CEO~~Executive Director, Principal or designee (~~Director of Special Education~~) may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- ~~a.~~ a. Carries or possesses a weapon, as defined in 18 USC U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- ~~b.~~ b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- ~~c.~~ c. Has inflicted serious bodily injury, as defined by 20 USC U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The ~~student's~~student's interim alternative educational setting shall be determined by the ~~student's~~student's IEP ~~team~~/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

If ~~Aspire Public Schools~~the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to ~~IDEIA/ADA/IDEA~~IDEA-eligible children with disabilities, including the right to stay-put.

~~Aspire Public Schools~~If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Teachers' Retirement System, the Public Employees' Employees' Retirement System, or federal social security-(,)" – Ed. Code

§ 47605(b)(5)(K)-(L)

~~All~~ Eligible certificated employees of Aspire who qualify for membership at GSP shall participate in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. the State Teachers' Retirement System without Social Security; eligible classified employees will participate in the Public Employees' Retirement System (PERS) with Social Security, depending upon each individual's eligibility. In the event that PERS is unavailable to ~~the Charter School's classified~~ one or more employees, ~~or the Charter School will~~ or its Charter Management Organization elects not to have them participate in PERS as permitted by Education Code Section 47605(c)(5)(K), Aspire will offer an alternative retirement plan (e.g., an employer-sponsored 403(b) account).

~~The Payroll/Retirement and Human Resources Departments at Aspire will ensure~~ shall be responsible for ensuring that appropriate arrangements for ~~the retirement~~ coverage ~~have been~~ are made. ~~Aspire will make for all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer-employees.~~

Element 12: Pupil Attendance Alternatives

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

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

~~Aspire schools are "schools of choice," and The Charter School recognizes that pupil attendance is voluntary and no pupil shall. No individual may be required to attend an Aspire school.~~

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

Element 13

~~The Charter School provides no rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of~~ at any other entity, including any rights in the case of ~~return to~~ closure of the school district after employment at a charter school Charter School. ~~(Ed. Code § 47605(b)(5)(M))~~

Element 14: Dispute Resolution

"The procedures to be followed by the charter school and the ~~entity granting the charter~~ chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(~~bc~~)(5)(N)–)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures ~~that as required by 5 CCR §4600 et seq.~~ The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

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

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

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

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(+) (1) Any controversy or claim arising out of or relating to the ~~charter agreement~~Charter, except any controversy or claim that in any way related to revocation of ~~this charter~~the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(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 mail~~, or ~~by certified electronic~~ mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if delivered~~received by the District~~ by 5:00 PM ~~or otherwise on the business day following personal delivery~~; (b) ~~if by facsimile, upon electronic confirmation of receipt; or (c)~~ if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

~~To Charter School, c/o School Director:~~

~~Aspire~~

~~To Golden State College Preparatory Academy, c/o Principal:~~

~~Golden State College Preparatory Academy~~

~~1009 66th Ave.~~Avenue

~~Oakland, CA 94621~~

To ~~Coordinator~~Director, Office of Charter Schools: ~~1000 Broadway, 6th Floor, Suite 639~~

~~1011 Union Street #947~~

Oakland, CA 94607

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

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

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

CLOSURE ACTION

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

renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued;
the governing board of Charter School votes to close Charter School; ~~or~~ the Charter lapses or is surrendered; or the Charter
School ceases to serve students for at least half of an academic year.

CLOSURE PROCEDURES

Closure Procedures

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

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide ~~the~~ OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to ~~the~~ OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to ~~the~~ OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to ~~the~~ OCS.
5. ~~The retirement systems in which Charter School’s employees participate. Within fourteen~~
(14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ~~the Alameda County Office of Education~~ 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 ~~the~~ OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to ~~the~~ OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to ~~the~~ OCS.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to ~~the~~ OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to ~~the Charter Schools Division~~OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be ~~delivered~~submitted to ~~the~~OCS ~~in the form of a CD or otherwise~~ in accordance with District procedures.
- ~~4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.~~
- ~~5.4.~~ Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- ~~6. Charter School must provide to the OCS a copy of the name, title, and contact information of student attendance records, teacher gradebooks, the person designated to maintain all Charter School payroll and personnel records, and Title I records (if applicable), after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including, but not limited to, records related to performance and grievance.~~
- ~~7.5.~~ Charter School ~~shall ensure~~ must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

8-6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE ~~will~~may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, ~~unpaid revolving fund loans or start up~~ grants, ~~and/or similar~~other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- ~~1.~~ 1. Preliminary ~~budgets~~budget
2. Local control and accountability plan and annual updates
- ~~2.~~ 3. Interim financial reports
- ~~3.~~ 4. Second interim financial reports

~~4.~~ 5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit ~~must~~shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - a. Name and contact of person(s) handling the liquidation;
 - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - c. An identification number that corresponds to a tag on that item;
 - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up/closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- ~~a.1.~~ File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- ~~b.~~ ~~File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).~~
- ~~e.2.~~ Make final federal tax payments (employee taxes, etc.)
- ~~d.~~ ~~File its final withholding tax return (Treasury Form 165).~~
- ~~e.~~ ~~File its final return with the IRS (Form 990 and Schedule).~~

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.ⁿ

Additional Provisions

~~REQUIRED~~ NOTIFICATION TO DISTRICT

~~Aspire Golden State College Preparatory Academy Insurance~~

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars (\$1,000,000) per occurrence, and two million dollars (\$2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars (\$1,000,000) per accident or disease.

Facilities

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

~~Aspire Golden State College Preparatory Academy~~ shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Aspire Golden State College Preparatory Academy under its disciplinary procedure, as an "expulsion" under the Education Code."

"In the case of a special education student, or a student who receives 504 accommodations, Aspire Golden State College Preparatory Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct

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

FACILITIES

If Charter School is using District facilities as of the date of the submittal of this charter petition,
renewal petition, or request for material revision, or takes occupancy of District facilities prior to
the approval of this charter petition, Charter School shall execute an agreement provided by the
District for the use of the District facilities as a condition of the approval of the charter petition.

If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- ~~Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.~~
- ~~Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.~~
- ~~Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.~~
- ~~Programs, Services, and Activities Outside Instructional Program; Third Party Vendors~~
 - ~~(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.~~
 - ~~(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.~~
- ~~Minimum Payments or Charges to be Paid to District Arising From the Facilities:~~
 - ~~(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and~~
 - ~~(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.~~
- ~~Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right~~

to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) ~~Co-Location:~~ If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) ~~Sole Occupant:~~ If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

~~Real Property Insurance:~~ Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

~~Occupancy and Use of the Site:~~ Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility.

Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to

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 upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to ~~the~~ OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

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

ADMINISTRATIVE SERVICES

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or

entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of ~~Aspire Golden State College Preparatory Academy~~ Charter School not to exceed 1% of the ~~charter school's~~ Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of ~~the~~ Charter School not to exceed 3% if ~~Aspire Charter School~~ Golden State College Preparatory Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

Aspire Golden State College Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ~~Aspire Golden State College Preparatory Academy is subject to District oversight.~~

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

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

- Compliance with terms and conditions prescribed in the charter;

• Internal controls, both financial and operational in nature;

• The accuracy, recording and/or reporting of school financial information;

- The school's debt structure;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices;
- Compliance with safety plans and procedures, and

Compliance with applicable grant requirements;

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

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

FISCAL MATTERS

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

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

~~Charter School is subject to District oversight.~~

~~The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.~~

~~The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.~~

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the District Office of the Inspector General Charter Schools, or in coordination with FCMAT, or other means in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

Compliance with terms and conditions prescribed in the Charter agreement,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information.

~~Internal controls, both financial and operational in nature,~~
~~The accuracy, recording and/or reporting of Charter School's financial information,~~

- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days/business days' notice to Charter School. ~~When~~In extreme circumstances when 30 days/business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 ~~hours~~ hours' notice.

Internal Fiscal Controls

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

operations is received by the District, Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma expected to cooperate. ~~(Ed. Code § 47612(b).)~~

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." any investigation undertaken by the Office of Charter Schools. ~~(Ed. Code § 47606.5(b).)~~

Aspire Golden State College Preparatory Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

~~Charter-Related Issues~~

Term of Charter Petition

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

~~—California Education Code Section 47607(a)(1)~~

~~The Charter School's renewed charter shall begin on July 1, 2018 and will expire on June 30, 2023.~~

Interpreting the Charter

~~All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.~~

~~The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by Aspire and the District. Aspire and the District agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.~~

District Impact Statement

The governing board of a school district shall require that the

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:

- o Preliminary budget

- o Local control and accountability plan and update

- o First interim financial report

- o Second interim financial report

- o Final unaudited report

- Other audit-related, attendance, and/or enrollment information and reports:

- o Annual independent audit report (Ed. Code § 47605(m))

- o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))

- o 20 day attendance report (Ed. Code § 47652(a))

- o Monthly attendance reports

- o Principal Apportionment Data (P1, P2, and P-Annual)

- o Monthly student exit reports (Ed. Code § 47605(e)(3))

- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets and Financial Reporting

Governing Law: The ~~petitioner or petitioners~~ provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The ~~petitioner or petitioners shall also~~ *also shall* be required to provide financial statements that include a proposed first-year operational budget, including ~~start-up~~ *startup* costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605(h).

~~California~~ Included in the Renewal Financial Packet submitted with the renewal petition, please find the following documents: Multi-Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow and Budget Narrative.

These documents are based upon the best data available to the petitioners at this time.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. A copy of Aspire's Evidence of Insurance is attached in Appendix XV.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(~~g~~)*h*).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either, in-house, through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

GSP currently operates within the geographic boundaries of the District. The Charter School intends to continue operating at its current location is located at 1009 66th Ave., Oakland, California.

Administrative Services

Aspire-CA 94621. This facility has an experienced administrative staff that handles a variety sufficient number of "backclassrooms, office" services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District, space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

Governing Law: Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by Aspire Public Schools, a California ~~non-profit~~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(~~ed~~), an ~~entity~~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~~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 Aspire Golden State College Preparatory Academy Charter Renewal Petition 2026-2031

301

meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other ~~authorizer-~~
~~District-~~requested protocol to ensure the District shall not be liable for the operation of ~~The~~the Charter School.

The corporate bylaws of Aspire shall provide for indemnification of the ~~Aspire's~~Charter School's Board, officers, agents, and employees, and ~~Aspire~~the Charter School will purchase general liability insurance, Board Members and ~~Officers~~Officers insurance, and fidelity bonding to secure against financial risks. ~~Insurance coverage may be made~~

~~As stated above, insurance amounts shall be determined by joint powers authority authorized to conduct business in the State recommendation of California~~the Charter School's insurance company for schools of similar size, location, and limits will set at commercially reasonable levels. A copy of Aspire's Evidence of Insurance is attached in Appendix XVII student population. The District shall be named ~~as~~ an additional insured ~~and Aspire will~~on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2026 and expiring on June 30, 2031.

Material Revisions

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Appendix

APPENDIX

- I. — OUSD Performance Report
- II. — Surrounding Schools Study
- III. — Sample School Bell Schedule



- I. Board Resolution Approving Submission of Charter Renewal Petition
- II. SELPA Agreement
- ~~IV.~~ III. Sample School Calendar
 - ~~V.~~ — Aspire's Secondary Assessment Calendar
- IV. Sample Bell Schedule
- ~~VI.~~ V. Aspire's EL Master Plan
 - ~~VII.~~ — LCAP Aspire's 504 procedures
 - ~~VIII.~~ — Proof of LEA SELPA membership
 - ~~IX.~~ — Board of Directors Biographies
 - ~~X.~~ — Proof of Tax Exempt Status
- VI. Aspire
- VII. APS Articles of Incorporation
- VIII. APS Bylaws, and
- ~~XI.~~ IX. APS Conflict of Interest Code
- X. APS Proof of Tax Exempt Status
- ~~XII.~~ XI. Uniform Complaint Procedures Procedure
- ~~XIII.~~ XII. Discrimination and Harassment Policy
 - ~~XIV.~~ — Principal Biography
- ~~XV.~~ XIII. Aspire Instructional Rubric Student Learning Framework
 - ~~XVI.~~ — Sample School Site Safety Plan
 - ~~XVII.~~ I. Evidence of Insurance
 - ~~XVIII.~~ — School Financials
 - ~~XIX.~~ — Leadership Team Biographies
 - ~~XX.~~ — Fiscal Control Policies
- ~~XXI.~~ XIV. APS Student Family Handbook
 - XV. Evidence of Insurance
 - XVI. Fiscal Control Policy

~~XXII.~~ ~~LCAP~~