



ASPIRE COLLEGE ACADEMY

CHARTER RENEWAL PETITION MATERIAL REVISION

For the term July 1, 2026 - June 30, 2031

Submitted August 1, 2025

Original Charter Approved by Alameda County Office of Education
January 2011

Charter Renewal Approved by Oakland Unified School District
May 2013

Last Charter Renewal Approval
January 2018

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Affirmations, Declarations, and Assurances

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

Aspire College Triumph Academy (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

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

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

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

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

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

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

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

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

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

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:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

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

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

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

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

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

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

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

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be

highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction and Overview

We present this renewal charter petition for another 5-year charter term for Aspire College Academy (ACA, or Charter School). ACA is a Transitional - Kindergarten through Fifth Grade (TK-5) school nestled in the heart of East Oakland - part of the Aspire Public Schools network. ACA has had an enrollment between 206-218 scholars since returning from the pandemic - averaging out at 210 students. As a snapshot of our demographics, the below percentages are representative of our student body at CBEDs date in October 2024:

- 93% Socio-Economically Disadvantaged (SED),
- 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian)
- 45.6% English learners (ELs),
- 14.5% students with disabilities (SWD)¹

ACA's students have shown progress across multiple California Dashboard indicators since the COVID-19 pandemic. In the most recently publicly reported data, ACA 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 second consecutive year, ACA 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 one of five metrics coded "Green", three categories "Yellow", which demonstrate growth, and one non-academic category "Orange".
- **Continual Academic Growth:** ACA's strategic multi-tiered intervention has led to high academic growth from the 2022 school year. In English Language Arts, ACA scholars grew from -111.3 DFS in 2022 to -68.8 DFS in 2024. In Mathematics, our scholars grew from -113.3 DFS in 2022 to -58.9 DFS in 2024. This is significant growth of 42.5 DFS and 54.4 DFS. In comparison, OUSD scholars showed flat growth for all scholars in ELA (-54.8 to -54.8 DFS) and Mathematics (-86.8 to -85.0). When disaggregated by Socioeconomic status, which comprise 93% of ACA's student body, OUSD scholars showed relatively flat growth in ELA (-82.6 to -80.9) and Mathematics (-113.7 to -112.0 DFS).
 - In ELA, From 2022 to 2024, subgroups performed as follows
 - African American scholars grew 26.0 DFS
 - Hispanic/Latino scholars grew 54.1 DFS

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

- English Learners grew 49.4 DFS
 - SocioEconomically Disadvantaged scholars grew 40.1 DFS
 - Students with Disabilities dropped 8.9 DFS
- In Math, From 2022 to 2024, subgroups performed as follows
 - African American scholars grew 9.6 DFS
 - Hispanic/Latino scholars grew 81.6 DFS
 - English Learners grew 71.3 DFS
 - SocioEconomically Disadvantaged scholars grew 50.2 DFS
 - Students with disabilities dropped 19.7 DFS
- We acknowledged the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly.
- **English Learner Progress:** ACA has a three tiered approach to addressing the academic needs of our EL students. This approach is made of the following tiers:
 - **Tier 1: Integrated ELD** - Visual/Video Aids, Realia/Manipulatives, Intentional Groupings for Pair-Sharing/Cooperative Learning, Sentence Stems Frames
 - **Tier 2: Designated ELD** - EL Achieve Systematic ELD
 - **Tier 3: Small Group Pull-Outs** - Reading Intervention/Early Literacy Program (SEEDS, SIPPS, Orton Gillingham, Fountas & Pinnell, After-School ELPAC Preparation Classes)

This approach strengthened ACA’s ability to reach our ELs academically, in the process, increasing EL students' performance at ACA. The three-tiered approach led to a 22.5 percentage point increase in ACA scholars demonstrating growth on the English Learner Progress Indicator in 2024. Based upon the publication GO Public Schools, ACA’s EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA’s more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL’s demonstrated significant growth on ELPAC improving our California Dashboard status to “Green” indicating that ACA is performing above the state’s target when it comes to serving English learners.

Aspire College Academy focuses on supporting the whole child, providing wraparound services that address students' basic, socio-emotional, and academic needs. We pride ourselves on our small adult to student ratio on campus. The school’s vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students’ talents and identities while

promoting inclusivity and addressing systemic barriers that have historically marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color.

ACA is committed to placing the needs of our students first, while preparing our scholars for a successful life, by instilling values and confidence through meaningful instruction that focus on the development of the whole child. ACA's instructional focus is to ensure students are engaged in the curriculum, while building a multi-tiered system of support for our scholars. At ACA, we strive to provide culturally responsive academic programming that accelerates learning, provides intervention, mitigates learning loss due to the pandemic, and prepares our students for 21st Century college and career opportunities. Our philosophy and academic program is designed to meet the needs of each and every student within our community, so that they can become critical thinkers in a safe, respectful and supportive environment to thrive within a global community.

Aspire College Academy is a relationship-centered school that validates our students' and families' background and culture. We pride ourselves on having a school climate that is welcoming to all that enter through our doors. Our aim is to have a school environment, in which, staff, students, parents and community members are celebrated and affirmed. The ACA staff is committed to fostering healthy relationships with our parents. It takes parents and teachers working together to ensure our students reach their full potential. ACA is a trauma-informed community that focuses on providing socio-emotional learning opportunities for scholars as we establish a: 1) Culture of Success, 2) Culture of Confidence, and 3) College-Going Culture.

Aspire College Academy strives to be a pillar of strength in our community. We want excellence for our students and would like to provide as much support for our families as possible. ACA has highly-skilled teachers, supportive parents, and engaged students.

Aspire College Academy has demonstrated tremendous growth in many areas, based upon several metrics since the Fall of 2022. The 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:** ACA is an inclusion school that welcomes ALL learners. As of June 2025, 22% of ACA's student population had an Individual Education Plan. ACA serves students with disabilities spanning from mood disorders, autism, attention deficit-hyperactivity disorder, dyslexia, speech-language disorders, amongst other disabilities. 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.
- **Data-Driven Decision Making:** ACA 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:** ACA provides several enrichment programs after-school through its Extended Learning Program. ELP enhances our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes (B.E.A.M.), and S.T.E.M. Science classes. Additionally we have provided scholars the opportunity to participate in on-site coding and robotics classes. These arts, science, technology, and engineering are available to all students, whether or not they are registered for our Extended Learning Program.
- **Strengthened Socio-Emotional Learning Program:** ACA offers mental health and socio-emotional learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from a research-based RULER and Toolbox Curriculum created by Yale University. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary. Furthermore, ACA partners with outside agencies such as Independently You, Collectively Us, Inc. to provide mentorship programming for scholars.
- **Uplifting Student Voice & Sense of Belonging:** Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts, and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.
- **School Fit:** Oakland families that choose ACA 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?*
- *How well do the teaching styles of your child's teachers match your child's learning style?*
- *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, ACA ranks in the **80th** percentile amongst all elementary schools.

- **Parent Engagement:** ACA values its Parent Community. Their time, efforts, and commitment to the school are invaluable. Parents are vital to the academic success of students. This is why ACA connects with parents in many ways to ensure we are gathering parent feedback and suggestions regarding school goals, policies and procedures, including the goals and action steps listed in ACA's Local Control Accountability Plan, Strategic Plan and California Community School Partnership Program Plan. ACA has engaged its families in the process of developing a school that addresses the needs of its community by administering Fall, Winter and Spring parent surveys through Panorama Education. ACA also engages its families by sending out updates regarding its progress towards school goals, school highlights, school updates, and school planning processes via ACA's monthly school newsletter. In addition, families are engaged in the process of formulating our school plan at events such as ACA's annual School-Year Kickoff Event, Back to School Night and Open House. We also hold parent focus groups throughout the year, hold approximately 5-7 School Site Council and English Language Advisory Committee meetings each year. Furthermore ACA contracts with outside partners The Village Method, Inc. and Independently You, Collectively Us, Inc. to provide Parent Empowerment Workshops and other monthly family engagement activities.

Aspire Public Schools as a Network of Schools

ACA 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. ACA 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.²

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

² California Department of Education. “Performance Category Data Files.” Accessed November 26, 2024 from <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>.

- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

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

Dashboard Performance Renewal Criteria– Middle Performing

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

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

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

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

California Dashboard Metrics

CAASPP ELA and mathematics

For the context of ACA, the CAASPP is available to span elementary schools in grades 3-5. 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.”³ In other words, a positive average DFS indicates that students are, on average, scoring above the

³ 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>.

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.

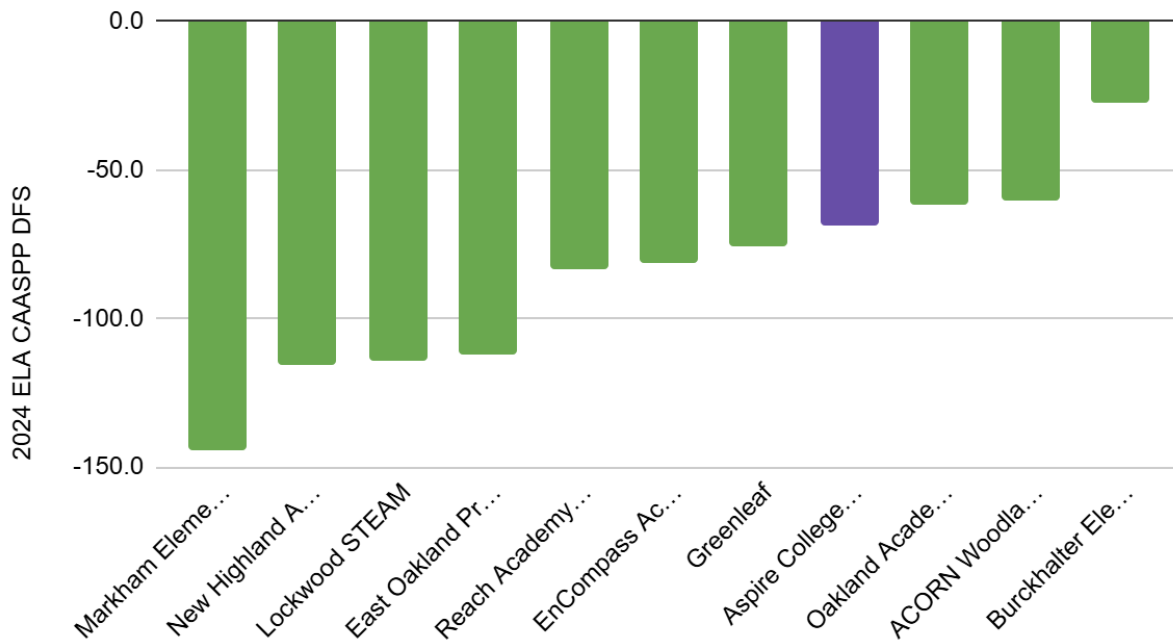
Smarter Balanced Assessment Consortium (“SBAC”) performance results in 2024 show that ACA students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically ACA students performed at higher achievement rates with regard to Distance from Standard (“DFS”) in ELA (ACA -68.8; OUSD comparison school average -87.7) and higher achievement rates in DFS for math (ACA -58.9; OUSD comparison school average -96.5). As a result, in 2024, the CA Dashboard color for ELA and math was Yellow.

Students at ACA live an average of 1.7 miles from our campus on Atherton. Below is a list of comparison district schools within a 2-mile radius of ACA that include grade spans of TK-5 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.

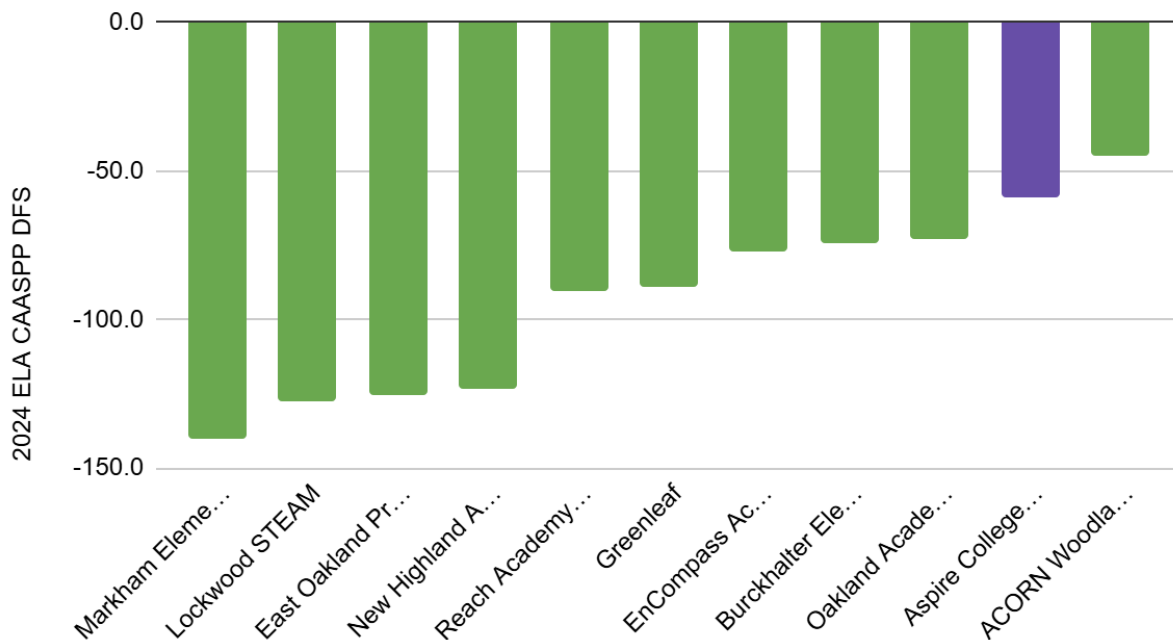
- ACORN Woodland Elementary
- Burckhalter Elementary
- East Oakland Pride Elementary
- EnCompass Academy Elementary
- Greenleaf Elementary
- Lockwood STEAM Academy Elementary (Community United)
- Markham Elementary
- New Highland Academy Elementary (Highland Community)
- Oakland Academy of Knowledge Elementary (Howard Elementary)
- Reach Academy Elementary

As an example, below are examples of how 2024 ACA ELA and math DFS rates compared to the 10 local comparison schools.

2024 CAASP ELA DFS Comparative Schools

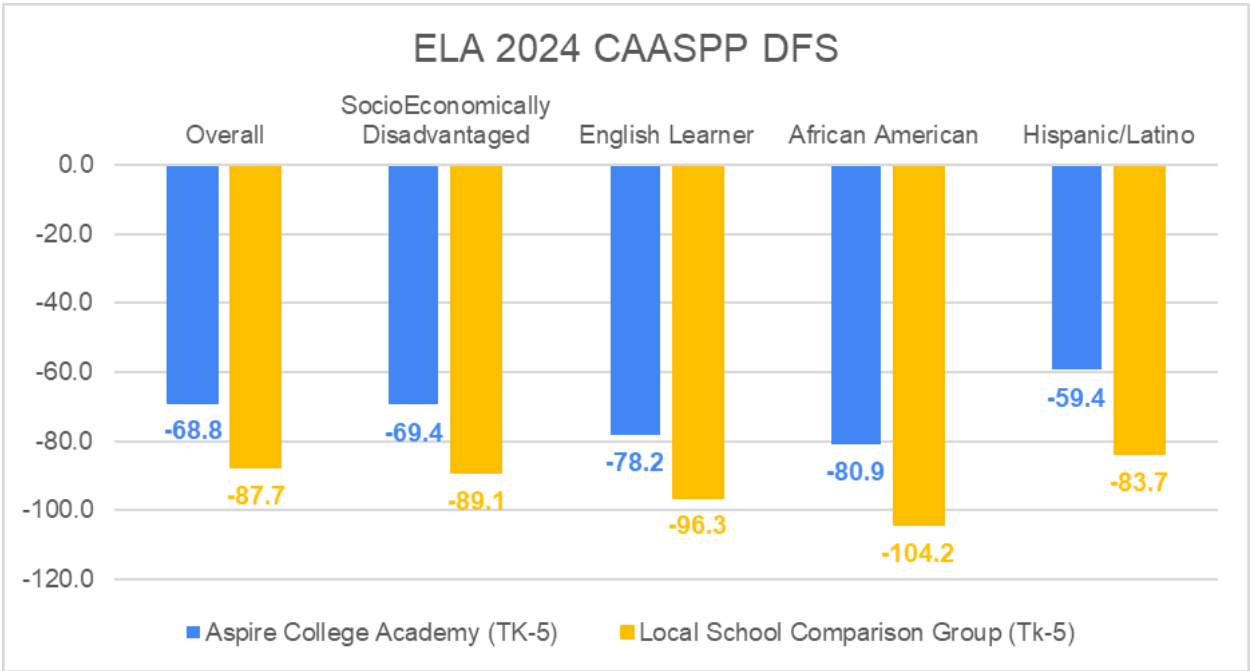


2024 CAASP Math DFS Comparative Schools



The Dashboard charts and graphs below show a comparison of Aspire College Academy’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 College Academy as defined by California Dashboard metrics.

English Language Arts

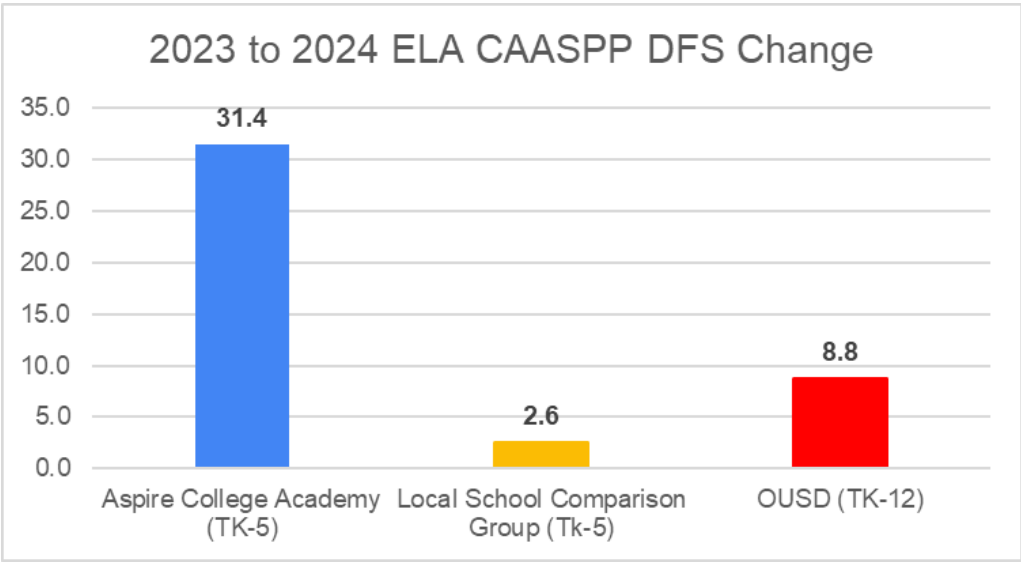
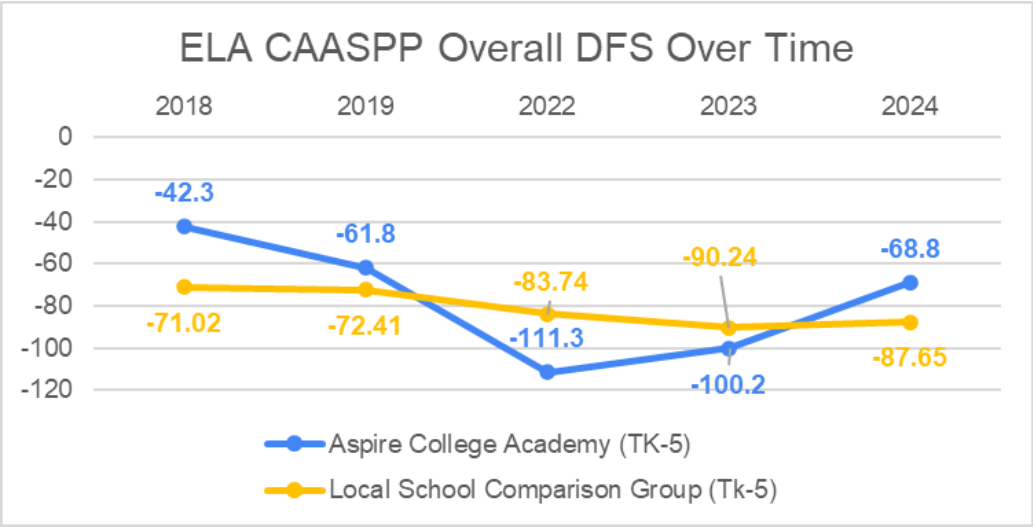


In 2024, the ELA CAASPP Distance from Standard (DFS) scores for Aspire College Academy was better for all statistically significant subgroups, with the exception of students with disabilities (SWD), than the averages of OUSD and the local comparison school group. For students overall on the same metric, ACA also outperforms the local comparison group.⁴

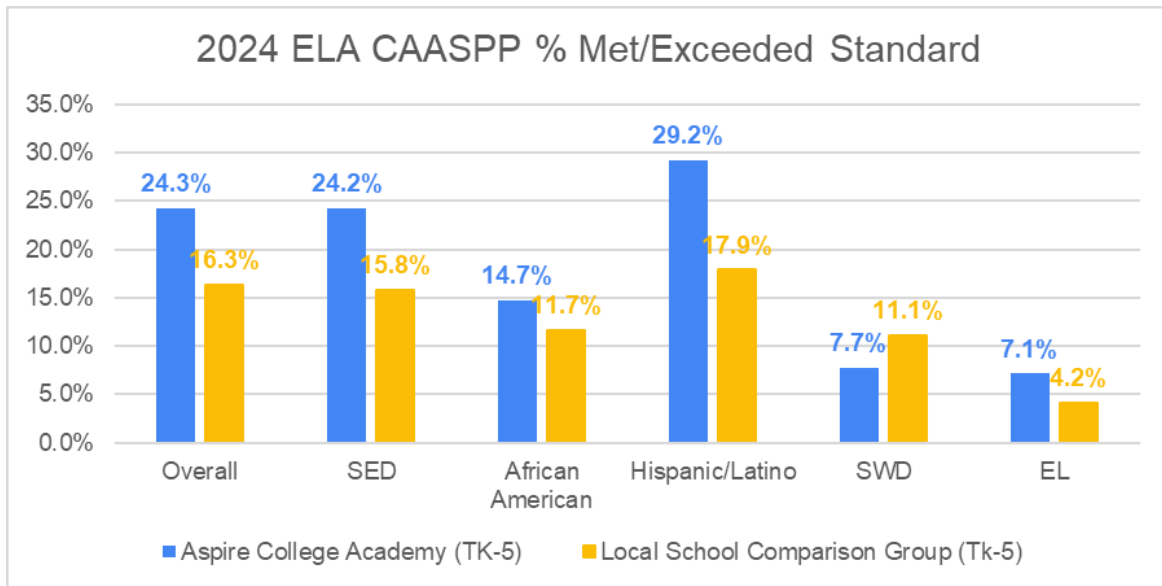
As shown in the longitudinal chart below, ACA’s ELA DFS performance dipped below the local school average in 2022 and 2023, but from 2023 to 2024 increased by 31 points and is now

⁴ California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

outperforming the local school average. The chart following also shows that ACA’s 2023-to-2024 growth in ELA DFS outpaces the growth of the district and local school averages.



CAASPP - % Students Meeting/Exceeding Standards: ELA



In 2024, Aspire College Academy's ELA CAASPP Met/Exceeded rate overall is higher than the local school comparison group average (24.3% to 16.3%). The gap is especially wide for ACA's Latina/o/x students meeting or exceeding standards at 29.2%, 11.3 percentage points higher than the average rate for the local school comparison group (17.9%).

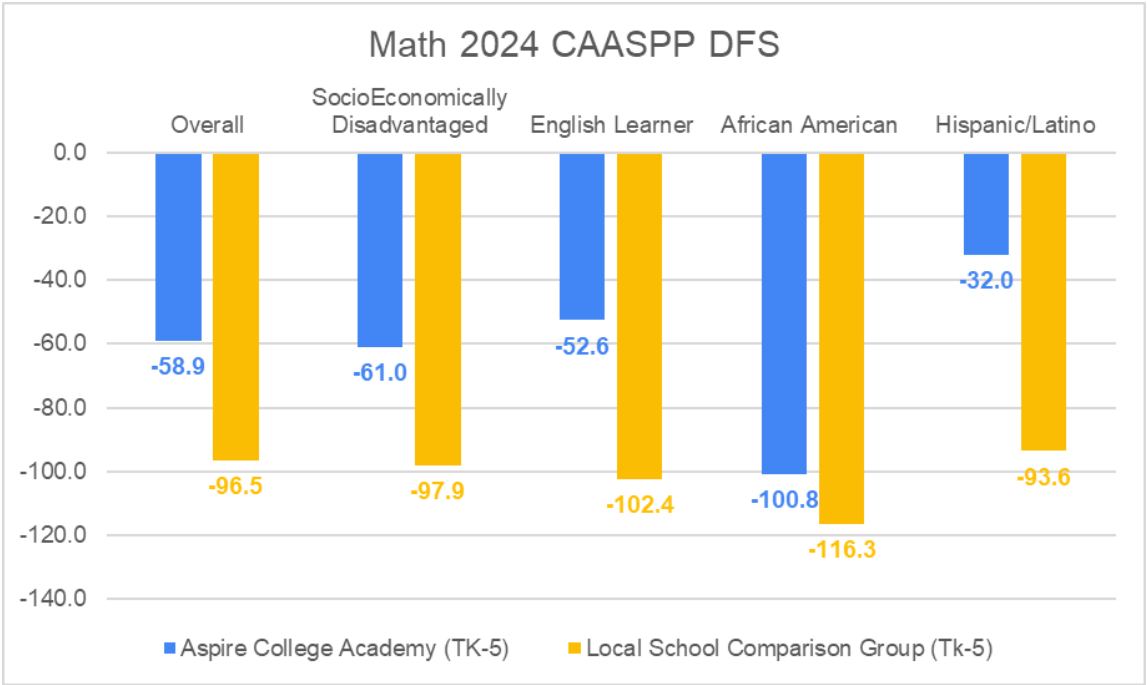
Multi-Year Growth at ACA in ELA

We are proud of the strides we have made as a school community in service of our students. ACA's strategic multi-tiered intervention played a key role in the high academic growth from 2022 to 2024. In English Language Arts, ACA scholars grew from -111.3 DFS in 2022 to -68.8 DFS in 2024. This is significant growth of 42.5 DFS. In comparison, OUSD scholars showed flat growth for all scholars in ELA (-54.8 to -54.8 DFS). When disaggregated by Socioeconomic status, which comprise 93% of ACA's student body, OUSD scholars showed relatively flat growth in ELA (-82.6 to -80.9).

- In ELA, From 2022 to 2024, subgroups performed as follows
 - African American scholars grew 26.0 DFS
 - Hispanic/Latino scholars grew 54.1 DFS
 - English Learners grew 49.4 DFS
 - SocioEconomically Disadvantaged scholars grew 40.1 DFS
 - Students with Disabilities dropped 8.9 DFS

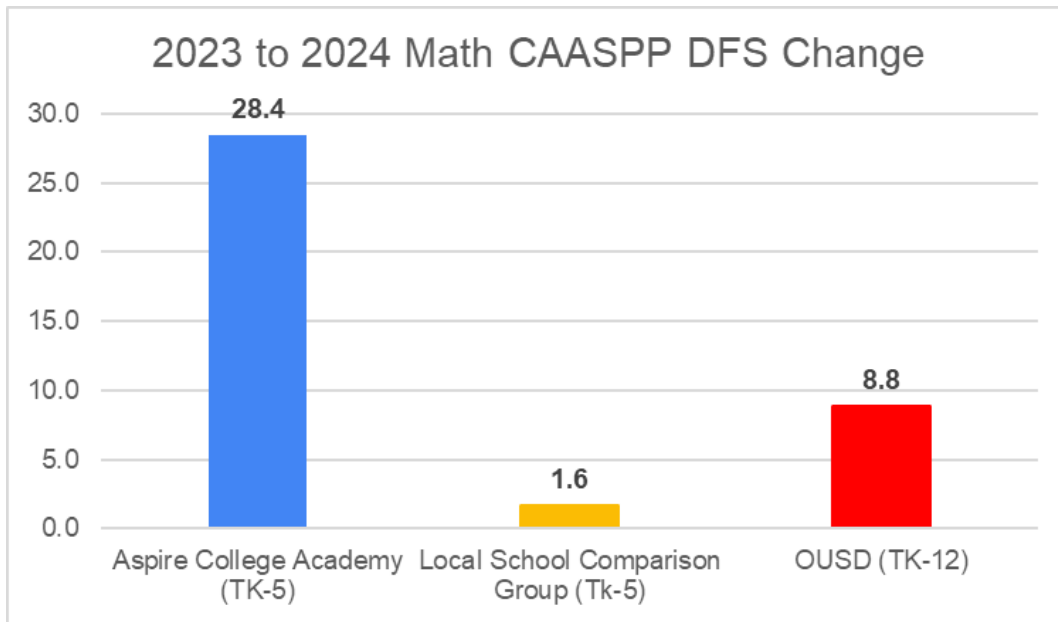
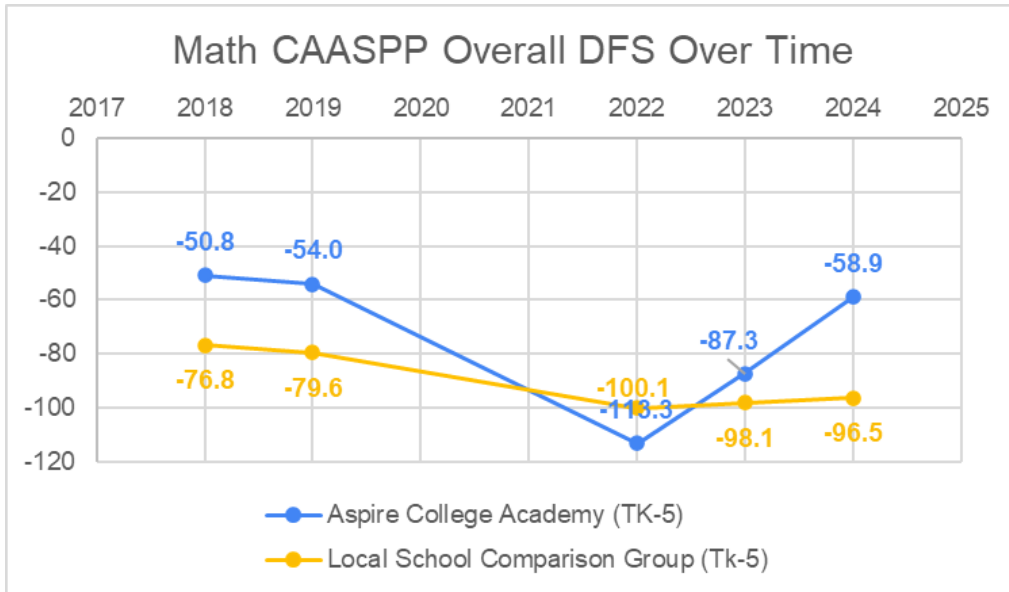
We acknowledge the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly in the Fall of 2025.

Mathematics

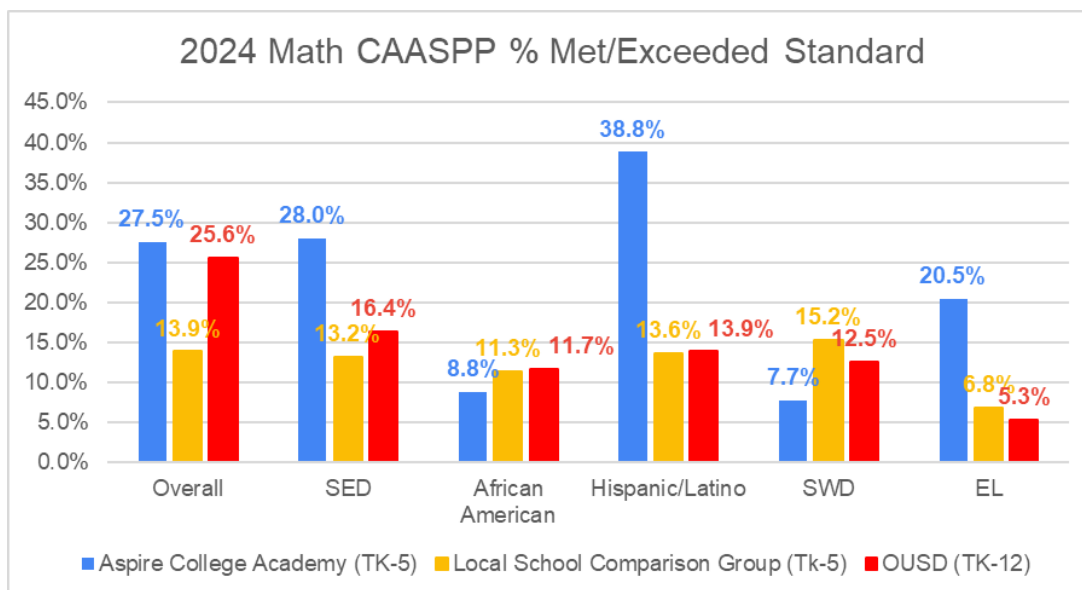


In 2024, the Math CAASPP Distance from Standard score for Aspire College Academy was better overall and for all statistically significant subgroups (with the exception of the average DFS for students with disabilities in the local school comparison group) than the OUSD and local school comparison group averages.⁵ As shown in the longitudinal chart above (“Math CAASPP Overall DFS Over Time”), with the exception of 2022, ACA has had better Math DFS scores consistently year over year in the last charter term. The chart below also shows that ACA’s 2023-to-2024 growth in Math DFS outpaces that of the district and local school averages.

⁵ California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.



CAASPP - % Students Meeting/Exceeding Standards: Math



In 2024, Aspire College Academy’s Math CAASPP Met/Exceeded rate overall is higher than the local comparison school group average (27.5% to 13.9%). The gap is especially large for ACA’s Latina/o/x students meeting or exceeding standard at 38.3%, greater than double the rates of OUSD (13.9%) and the local comparison school group (13.6%).

Multi-Year Growth at ACA in Math

ACA’s strategic multi-tiered intervention played a key role in the high academic growth from 2022 to 2024. In Mathematics, our scholars grew from -113.3 DFS in 2022 to -58.9 DFS in 2024. This is significant growth of 54.4 DFS. In comparison, OUSD scholars showed flat growth for all scholars in Mathematics (-86.8 to -85.0). When disaggregated by Socioeconomic status, which comprise 93% of ACA’s student body, OUSD scholars showed relatively flat growth in Mathematics (-113.7 to -112.0 DFS).

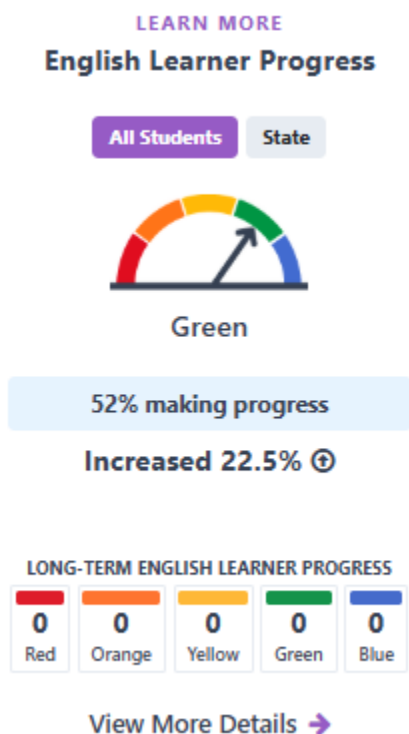
- In Math, From 2022 to 2024, subgroups performed as follows
 - African American scholars grew 9.6 DFS
 - Hispanic/Latino scholars grew 81.6 DFS
 - English Learners grew 71.3 DFS
 - SocioEconomically Disadvantaged scholars grew 50.2 DFS
 - Students with disabilities dropped 19.7 DFS

We acknowledged the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly.

English Learner Progress Indicator (ELPI)

In 2024, ACA showed strong achievement on the academic English Learner Progress Indicator. ACA's overall ELPI rate (52%) was higher than the State (45.7%), OUSD (39.1%), and each of the local comparison group schools.

Based upon the publication GO Public Schools titled "California School Dashboard Guide"⁶ which was published during the 2024-2025 school year, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL's demonstrated significant growth on ELPAC improving our California Dashboard status to "Green" indicating that ACA is performing above the state's target when it comes to serving English learners.

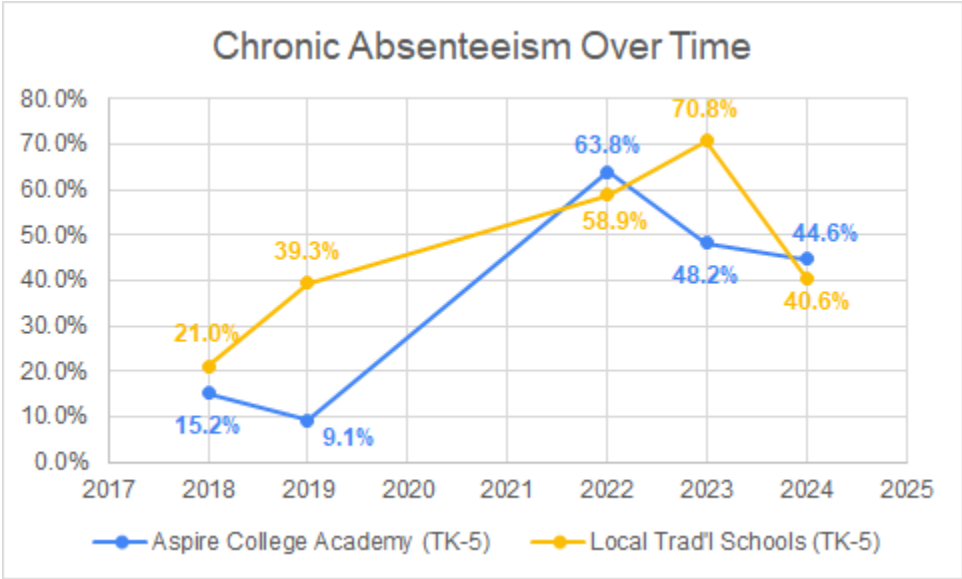


Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. Before the pandemic, ACA's chronic absenteeism rates were lower in comparison to the local traditional public school group. The rate jumped in the first Dashboard year since the pandemic (2022), but has been steadily declining since then. As

⁶ https://gopublicschools.org/wp-content/uploads/dlm_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

a result of our efforts to combat pervasive absenteeism, ACA’s 2023-24 Chronic Absentee decreased by 20 percentage points from 2021-22.⁷



Returning from the pandemic, ACA’s chronic absenteeism rate ballooned from 9.1% in 2019 (pre-pandemic) to 64.8% in 2022. As the mandate for masking lessened and parent/guardians apprehension for sending their children to school decreased the further we moved on from the pandemic, ACA’s attendance numbers began to slowly rise and its chronic absenteeism rates began to improve. By the end of the 2022-23 school-year, ACA’s overall attendance percentage was 88.7% and its chronic absenteeism rate was 48.9%. Although this was an improvement, almost 50% was far from an acceptable percentage.

Desperate for a solution to this crucial issue, school administration turned to its community of stakeholders including students, parents and staff. One of the most influential groups in the continuous work of reversing ACA’s chronic absenteeism problem has been our Student Council. In looking at the data, the Student Council identified that our student attendance was much worse on Fridays compared to other days of the week. They suggested planning fun activities such as class competitions and spirit days on Fridays, as well as, opening our students store on Fridays, so that students can redeem their ACA Bucks (school incentive system) for prizes.

We soon implemented Student Council’s suggestions and almost immediately we saw positive change in student attendance on Fridays. Additionally, Student Council, amongst other stakeholders (i.e. - School Site Council and English Language Advisory Committee) advised that

⁷ California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

ACA needed to offer more engaging programs that would garner excitement amongst students and motivate parents to ensure their students were present daily.

Based upon this feedback, ACA established several enrichment programs through its Extended Learning Program. ELP enhanced our students' educational experience by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes, and S.T.E.M. Science classes. Furthermore, ACA built community and provided enrichment activities for students and families, by re-establishing our Co-Ed Basketball Team and Cheer Squad.

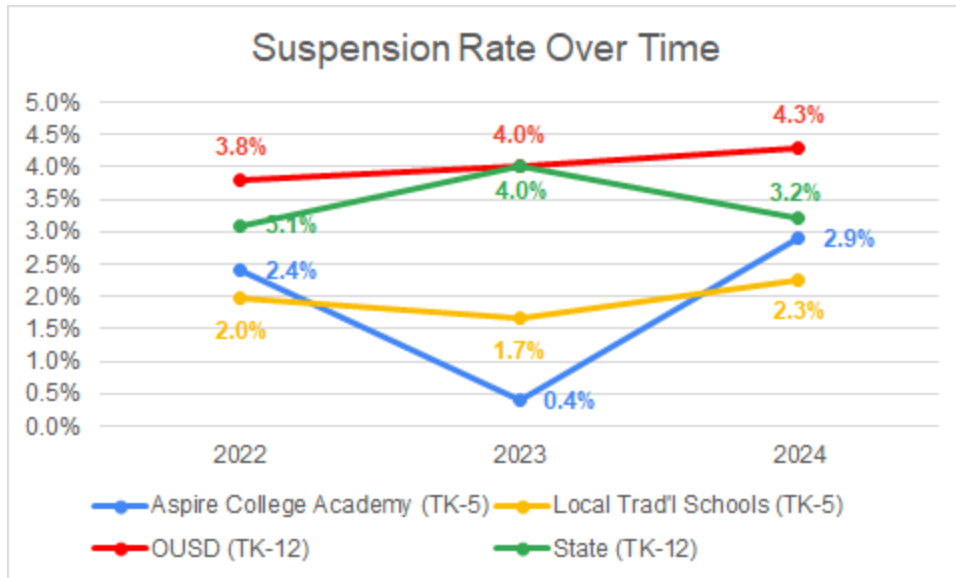
Since 2023, ACA has continued to increase the number of fun activities that build school spirit and provide students with motivation to do well in class with events like our Extended Learning Program's Spring Carnival, ACA's Field Day, and Community Picnic. In addition, ACA students enjoy several educational field trips throughout the school-year, experiencing places such as the San Jose Discovery Museum, San Francisco Aquarium, San Francisco Exploratorium, Blackhawk Museum and the Oakland & San Francisco Zoos.

With the above measures in place, ACA increased its attendance rate by 2% since June of 2023, with an attendance rate of 90.7% in 2025. ACA has also decreased the percentage of students who are deemed chronically absent from approximately 49% in 2023 to 44% in 2024, to now 35% in 2025. ACA's attendance percentage increase and chronic absenteeism rate decrease may not seem like a lot, but in a period of Immigration & Customs Enforcement raids sparking fear in our community, growth in attendance is very encouraging.

Dashboard: Suspension

Since 2022 ACA's suspension rates have been lower than the averages of the State and OUSD.⁸ While the ACA's suspension rate increased in 2023-24 in comparison to last year, ACA's overall school climate drastically improved. Student referrals to administration decreased by more than half, consequently students spent more time in class receiving direct instruction. Furthermore, with a substantial reduction in disruptive behaviors in the classroom, teachers were able to maximize instructional time.

⁸ California Department of Education. California School Dashboard: 2024, 2023, and 2022. Accessed November 28, 2024.



English Learner Reclassification

While recent 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.⁹ (The data from 2021-22 to 2023-24 is internal data.) Since the pandemic school year of 2020-21, our EL reclassification rate has increased to 8.4% in the 2023-24 school year.

<i>School Year</i>	Aspire College Academy EL Reclassification Rate
<i>2023-24</i>	8.4%
<i>2022-23</i>	11.5%
<i>2021-22</i>	0.0%
<i>2020-21</i>	0.0%
<i>2019-20</i>	7.4%
<i>2018-19</i>	18.6%

⁹ California Department of Education. EL Reclassification Data. Accessed October 8, 2024 frlNom <https://www.cde.ca.gov/ds/ad/files/reclass.asp>.

2017-18	11.9%
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Balance of Racial and Ethnic Pupils

<i>Academic Year</i>	African American	Asian	Latina/o/x
2023-24	23.2%	0.5%	68.5%
2022-23	22.9%	0.5%	69.2%
2021-22	25.8%	0.4%	67.4%
2020-21	27.3%	0.4%	66.1%
2019-20	29.0%	0.3%	63.8%
2018-19	26.9%	0.0%	65.7%
2017-18	19.1%	0.0%	75.2%

In accordance with law, ACA 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.¹⁰ Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. ACA's 2023-24 ethnic subgroup enrollment breakdown falls within the data ranges of the local comparison school group.

¹⁰ California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=01612590128413&agglevel=School&year=2023-24&ro=y>.

<i>Subgroup</i>	Overall Population¹¹	Oakland Unified School District¹²	Local Comparison Group Range¹³	Aspire College Academy¹⁴
<i>Total</i>	436,504	45,086	208 - 662	203
<i>Latina/o/x</i>	26.6%	50.2%	22.6% - 91.6%	68.5%
<i>White</i>	29.0%	10.1%	0.0% - 7.7%	0.0%
<i>Asian</i>	15.9%	9.4%	0.0% - 3.2%	0.5%
<i>Black or African American</i>	21.8%	20.0%	4.4% - 50.5%	23.2%

¹¹ United States Census Bureau. QuickFacts: Oakland city, California. Accessed October 10, 2024 from [QuickFacts Oakland city, California](#).

¹² California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&agglevel=district&year=2023-24>.

¹³ *Ibid.*

¹⁴ California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=01612590128413&agglevel=School&year=2023-24&ro=y>.

Element 1: Educational Program

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

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

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

Local Control Accountability Plan (LCAP)

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

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

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

Home and Hospital Instruction

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

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

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

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

Student Enrollment and Grade Levels Served

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

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	Year 5 2030-2031
TK	2040	2040	2040	2040	4040
K	4848	4860	4860	2460	2460
1	2652	5252	5260	5260	2660
2	2854	2856	5658	5660	5660
3	3056	3058	3064	6064	6064
4	6056	3058	3064	3064	6064
5	3056	6058	3064	3064	3064
Total	242362	268382	266410	272416	296416

Special Education

Plan for Students with Disabilities

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

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

Services for Students under the IDEA

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

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

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

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

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

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

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

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

Identification and Referral

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

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

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

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all

eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA

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

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

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

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

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

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

LEA Assurances

The Charter School makes the following assurances:

- Free and Appropriate Public Education -The Charter School will assure that a free and appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program -The Charter School will assure that an Individualized Education Program is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free and Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities, as required by the Education Code and the IDEA. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- Assessments - The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

A comprehensive Aspire Special Education Professional Development plan shall be developed with site team input to provide ongoing learning opportunities and support to special education

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

Community Need for Aspire College Academy

Aspire College Academy rests between the East Oakland neighborhoods of Eastmont, Arroyo Viejo, and Castlemont. 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. ACA reflects and embraces this diversity, with a student body that is 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian). Over ninety percent of ACA's 200+ students reside within a five-mile radius, and the majority qualify for free or reduced-price meals and/or are English Learners.

The socio-economic situation and demographics around the Aspire College Academy are largely different than that of the city of Oakland, overall. The median income for the city of Oakland is \$97,369, while the median incomes of the neighborhoods our ACA families are from are \$36,133 (Arroyo Viejo), \$50,424 (Castlemont), and \$62,573 (Eastmont).

Aspire Public Schools was fundamentally established to provide quality education to communities who traditionally are under resourced and underrepresented. As Aspire continues this work it recognizes that there are many factors that get in the way of our students receiving a quality education, therefore Aspire strives for its schools to be community schools. Aspire College Academy is truly a community school. ACA serves our surrounding community, offering integrated academic, health, and social services to students, families, and community members. It goes beyond traditional schooling by partnering with various community resources to address the holistic needs of the whole child and foster a stronger sense of community.

All of the students who attend Aspire College Academy fit the description of a subgroup that is considered traditionally underserved. All of our students fit under the description of being either socio-economically disadvantaged, Latina/o/x, an English Learner, African American, a student with a learning disability, homeless youth or foster youth. Therefore, ACA has focused its efforts on developing a multi-tiered system of support for all students. Our hope is to not only provide the best possible support we can to the students enrolled at our school, but to also recruit more students/families to our school through word of mouth - emanating from families who can testify to ACA efforts toward supporting the whole child.

ACA is confident that it is putting forward a concerted, whole-hearted effort to support all students enrolled at its school. We do believe in a continuous improvement model to constantly reflect on our practices and make adjustments to our procedures and/or practices to better our services for the community. As we reflect on our recruitment, retention and ability to provide wraparound services, we do feel we do a lot to support our community. We recognize that as a community school, there are more elements to ensuring an accessible education than providing quality instruction to students. Aspire College Academy strives to support students and families in as many ways possible in an attempt to eliminate obstacles that could prevent our students from reaching their full potential.

Approximately 93% of ACA students qualify for free or reduced lunch, reflecting the school's commitment to addressing the needs of historically underserved communities and supporting the whole child through wraparound services. These services include addressing students' basic needs through a nutrition program that provides breakfast, lunch and afternoon snack and beginning in the 2025-26 school-year will begin to provide supper for the campus community. ACA also partners with St. Benedict's Church and the Alameda Food Bank to provide groceries to families in need monthly. ACA also provides annual vision and hearing screening and occasional dental screening (when available). Aspire College Academy has also connected families with low to no cost eye wear and medical support.

Additionally, ACA offers Mental Health and Social Emotional Learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from our RULER and Toolbox Curriculum. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary.

ACA's specialized academic services start during the regular school day in the classrooms. ACA strives to provide students with instruction that is intentionally scaffolded and differentiated to

meet students' individual learning needs. Our teachers take time daily to provide small group instruction. The ACA staff understand that our students are kinesthetic learners, so we plan hands-on activities that involve movement, visuals, graphic organizers and environmental print. Here at ACA we also recognize that the students we teach are children of the 21st Century, so we emphasize technology integration in the classroom to increase student engagement. Above all, our staff strive to provide culturally and linguistically responsive instruction to validate and affirm our students' backgrounds and experiences.

Furthermore, during-the-day and after-school academic interventions are provided to all of our students. Over the past three school years, we have provided reading and math intervention during school and after-school to students struggling in both areas including McKinney-Vento, Foster Youth, English Learners, Students with Disabilities and Newcomer Scholars. All subgroups have demonstrated growth in ELA and Math, due to the wraparound supports addressed above.

We pride ourselves on providing fun and engaging enrichment activities for our students as well. Our Extended Learning Program (ELP) offers S.T.E.M. classes through the Berkley Engineers & Mentors Program (B.E.A.M.- UC Berkeley), Culinary Arts classes by Lift, Inc., a Lego Architecture program, African drumming instruction through The Village Method, Inc., and professional tutorial services through the Sylvan Learning Center, Inc. and Zion Learning, Inc. ACA also offers an after-school mentorship program through Individually You, Collectively Us, Inc., a Ukulele class led by ACA teaching staff, and Fine Arts classes provided by Mocha, Inc. ACA offers recreational opportunities through our Co-Ed Basketball Team and Cheer Squad as well as intramural soccer. In addition, ACA students enjoy several educational field trips throughout the school-year, experiencing places such as the San Jose Discovery Museum, San Francisco Aquarium, San Francisco Exploratorium, Blackhawk Museum and the Oakland & San Francisco Zoos.

ACA is committed to creating a relationship-centered, inclusive school environment where students and families feel welcomed, celebrated, and affirmed. The school focuses on fostering a Culture of Success, Confidence, and College-Going Mindset through culturally responsive academic programming and trauma-informed socio-emotional learning. ACA's low student-to-staff ratio allows for personalized support and targeted intervention. As an inclusion school, ACA provides instructional aides, mental health services, and multi-tiered systems of support to ensure all students can thrive. With its focus on holistic student development, strong family partnerships, and a supportive school climate, Aspire College Academy is committed to building a foundation of academic success, self-confidence, and college readiness for all its scholars.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

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

and their communities.

Aspire Public Schools Mission

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

Aspire Public Schools Values



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

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 the 2025-2026 school year, Aspire ACA published the below Portrait of a Graduate:

TK-5th

- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.
- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you're good at. It also means having the confidence to set goals and make a plan for your future.
- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.
- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping others be heard, and using your words to make positive changes.
- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others

feel their best. Leading by example and working together to reach shared goals.

- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about 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:

Commitment Statement	School Practices or Model Elements
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).	● Multi-tiered System of Supports (“MTSS”) ● Aspire Student Learning Framework; rubric for teacher practice and coaching ● Additional support structures and programming for ELs, such as our

	designated ELD program
Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.	● Culturally responsive teaching ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Student academic ownership, <i>e.g.</i> via dialogic learning
Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.	● During & After School Multi-Levelled Intensive Small Groups ● Individual, Group and Family Mental Health Therapy Provided on Campus ● Specialize Mentorship Program Provided by Individually You, Collectively Us, Inc.
Engage families as partners in meaningful ways in our work.	● Student Support Teams ● English Language Learning workshops for families ● Student-led family conferences ● Community events
Build the capacity of diverse teams that are more reflective of our students.	● Equity-based professional learning ● Diverse hiring panels ● Aligned Aspire pre-hiring alignment prior to hiring process for school leaders
Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.	● Social and emotional learning via RULER curriculum ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Mental health programming ● Safety/Crisis team meetings and crisis debriefs ● Lead teacher teaming structures ● Teacher coaching structures

We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.	● Black Student Union ● La Raza Latinas Unidas ● Aspire Bay Area Diversity, Equity, and Inclusion Council ● Pro-Black Coordinator programming ● Racial Affinity Groups ● Aligned Regional Aspire Culturally Responsive Professional Development
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ACA's Commitment to Diversity, Belonging, and Anti-Racism

Aspire College Academy strives to create an environment where students feel valued, healthy, safe, engaged, supported, and challenged. To ensure our scholars have agency over their own learning and are prepared for their future dreams and aspirations, we purposely differentiate for each student, pushing for further understanding through a lens of social justice and an embrace of diversity. We work toward equity by meeting each scholar's unique needs, by inspiring students to grow and think critically about the world around them and their identities, by partnering with families, and by honoring the voices of the community, culture, and backgrounds of our students and families. Aspire College Academy believes in providing equitable learning access and benefit to all students regardless of racial and/or socio-economic background. Within this equity approach, the ACA provides access to meaningful and engaging instruction, works towards dismantling the "school to prison pipeline" and supports a diverse collaboration of equity minded stakeholders.

We recognize that the foundation of schooling in the United States is rooted in a history of white supremacy, and to be a school genuinely committed to collective liberation, we must do the difficult work of recognizing and dismantling all systems of oppression. We recognize that knowledge is power and that education is the weapon our scholars need to fight to improve the trajectory of their families future lineage. We also acknowledge that this work is not easy and that we cannot do it alone. As a community dedicated to anti-racism and anti-oppression, we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, gender identity, sexual orientation, and other protected identity markers and the impact(s) they have on students, staff, and families.

Cultural diversity is crucial for fostering a positive and enriching learning environment. Aspire College Academy is 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander

and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian). At ACA we look to recruit an even more diverse group of learners. ACA takes multiple measures to ensure information about Aspire College Academy is disseminated to the community. ACA's Family Support Manager organizes monthly community walks, where ACA stakeholders walk local neighborhoods to deliver fliers with quick facts and highlights about the school in multiple languages. ACA's staff also visits daycares, churches and after-school programs, who serve multiple races in the local area, to present to parents.

Cultural diversity in schools is not just about representation however; it's about creating an environment where all students can thrive, learn, and grow, both academically and personally. Diversity in the classroom is crucial for fostering a richer learning environment, promoting empathy, and preparing students for a diverse world. It enhances cognitive skills, critical thinking, and creativity by exposing students to various perspectives and challenging their assumptions. Moreover, it helps reduce prejudice, build social skills, and create a more inclusive and accepting atmosphere for all students.

At ACA we recognize that there is also diversity within races. Not all Latina/o/x or African American student backgrounds are the same. With approximately 93% of our student population Latina/o/x or African American, we celebrate and uplift the beauty within the variety and differences in each race's diaspora. ACA also has student groups that provide our students the opportunity to be seen & heard and to connect & learn culturally. Two of those student groups are our La Raza Latinas Unidas and Black Student Union.

- **Black Student Union:** ACA's BSU provides leadership opportunities for scholars 3rd-5th to participate in developing awareness and understanding of Black Culture and the Black student, family and staff experience at ACA. The Black Student Union (BSU) has a mission to highlight positive representations of the Black/African American community on and off-campus by means of promoting student leadership, outreach, and the empowerment of Black culture.
- **La Raza Latinas Unidas:** ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latina/o/x history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

ACA staff are determined to empower our students toward their collective goals. ACA supports its Latina/o/x & African American community by hiring highly qualified staff members who are reflective of our student population. Aspire College Academy supports its Spanish-speaking population. During the 2024-25 school-year 22 of our 38 staff members were fluent in both English and Spanish, including 100% of our Office Staff and Instructional Aides. Additionally, 55% of our Homeroom Teachers are also fluent in both English & Spanish.

ACA is also focused on increasing its African-American enrollment, retention and engagement. ACA’s African American Population is 21%. Over the past two school years, ACA has partnered with Black owned organizations such as Zion Learning Inc., The Village Method, Inc., and Independently You, Collective Us, Inc. to provide academic, social-emotional and family engagement support that appeals to our African American community. These measures were taken to ensure our African American students and families feel included in our support programs. Furthermore, ACA employs a Pro Black Coordinator to manage programming on campus that promotes African American student success and family engagement.

Student Population to be Served

Aspire College Academy, a proud community school located in the Eastmont community, currently serves approximately 210 students from transitional kindergarten through fifth 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 College Academy. Aspire College Academy, in line with these demographics, is committed to enrolling a diverse student population.

Subgroup	Oakland Population (2020 Census)	Oakland Unified School District 2023-2024	Aspire College Academy 2024-2025
Total	436,504	45,086	210

Latina/o/x	26.6%	50%	66%
White	29.0%	10%	<1%
Asian	15.9%	9%	<1%
Black or African American	21.8%	20%	21%
English Learners	n/a	33%	45%
Students With Disabilities	n/a	16%	14.5%
Homeless Youth	n/a	7%	3%
Socioeconomically Disadvantaged	n/a	81%	96%

How Learning Best Occurs

Aspire College 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 content mastery and learning. 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 that fosters identity awareness and criticality. Our equity-based

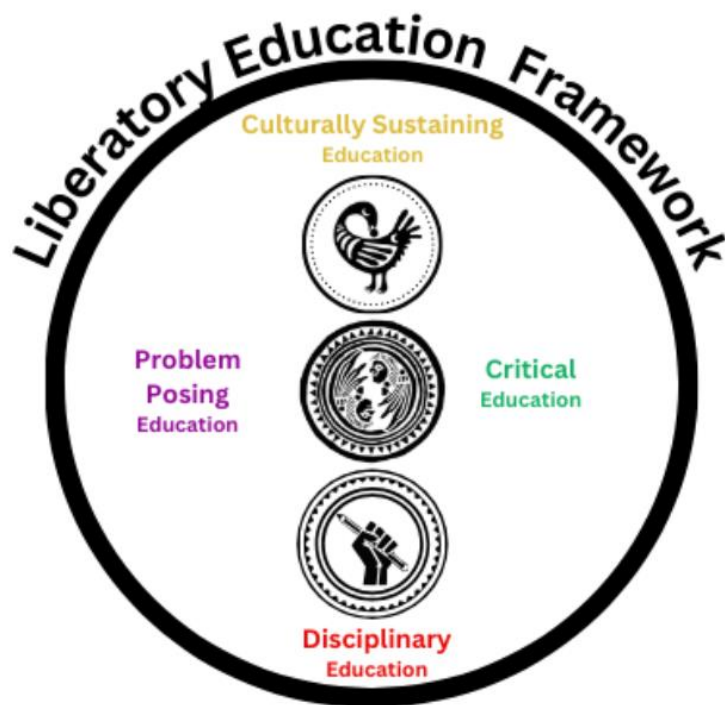
grading system promotes mastery through continuous opportunities for learning and feedback.

At Aspire College 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.

Aspire College 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, culturally responsive interdisciplinary instruction, 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, ACA and Aspire Public Schools Bay Area will be engaged in specific instructional and school programming foci that align 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
	In Lak'ech: In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.
	Critical Literacy: At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Pedagogies, Practices, and Education Outcomes

The above principles and concepts (Sankofa, In Lak’ech, Critical Literacy) inform our focused 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.

Pedagogies	Practices	Education Outcomes
Community and Restorative Pedagogy	• Discussion, Debate, and Dialogical Discourse • Restorative and Beloved Community Practice and Accountability • Participatory Action Research	Problem Posing Education
Culturally Sustaining Pedagogy	• Interdisciplinary Units • Graduate Profile Competency and Community Centric Practice • Next Generation College, Career, and Community Pathway Pipelining	Culturally Sustaining Education
Disciplinary Pedagogy	• Professional Learning Communities and Nested Development Pipelines • Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks) • Cycles of Inquiry and Multi-Tiered Systems of Support	Disciplinary Education
Critical Pedagogy	• Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis • Literacy and Liberation Practices	Critical Education

	● Critical Inquiry and Cross Curricular Evidence-Based Writing	
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Aspire College Academy's Liberatory Education Design Elements

Aspire College 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, Aspire College 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. Aspire College Academy 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, Aspire College 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 through end-of-unit performance assessments.

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 5th grade and every sequential year thereafter other grade levels will adapt.

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

Portrait of a Graduate

TK-5th

- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.

- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you’re good at. It also means having the confidence to set goals and make a plan for your future.
- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.
- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping others be heard, and using your words to make positive changes.
- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others feel their best. Leading by example and working together to reach shared goals.
- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about 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>	
<i>Cognitive Depth and Inquiry</i>	Our teachers support all students in cognitively demanding learning experiences through carefully designed open-ended questions aligned to Depth of Knowledge. At Aspire College 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 assessments.
<i>Explicit Instruction</i>	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.
<i>Reading Comprehension Strategies</i>	Literature Circles 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 builds reading comprehension. Close Reading supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.
<i>Integrated and Designated English</i>	Integrated and Designated English Learner Development strategies such as Structured Student Talk, Interactive Reading & Note-Taking,

<u>Teaching Methods</u>	
<i>Learner Development</i>	Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.
<i>Academic Discourse</i>	Academic Discourse 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.
<i>Building Academic Vocabulary</i>	Building Academic Vocabulary 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.
<i>Flexible Grouping</i>	Flexible grouping within the classroom provides differentiated support. For example, pedagogical support might include literacy support, tutoring across subject areas, and multilingual learning support. Aspire College 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, Aspire College 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:

Aspire College 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 early and late elementary classrooms.

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.

Types of Assessments		
Universal Screeners	Diagnostic Assessments	Summative Assessments
Universal screeners are used to: ● 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	Diagnostics are used to: ● Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring	Summative assessments will be used to: ● Benchmark student performance relative to what students need to be successful on the content standards assessed ● Provide teachers, schools, and the region with ongoing

<u>Aspirewide required:</u> ● <i>i-Ready, initial ELPAC, mClass</i> ● <i>Currently, we do not have an Aspire-wide universal screener for CA NGSS and ELD Standards</i>	<u>Aspirewide required:</u> ● <i>Phonological awareness & Phonics diagnostics (as needed)</i> ● <i>i-Ready (domain and instructional reports)</i> ● <i>IABs</i>	data to assess whether we are on track to meet goals <u>Aspirewide required:</u> ● <i>SBAC/CAA</i> ● <i>CAST</i> ● <i>Summative ELPAC/ Alt. ELPAC</i> ● <i>PFT</i> ● <i>Unit Summative Assessments</i>
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Formative Assessments	Progress Monitoring
Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions. <i>Examples of Formative Assessments: Exit tickets, curriculum embedded assessments, IABs</i>	Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness. <i>Examples of Progress monitoring: Plan-Design-Study-Assess Cycles, ORF, Phonics Mastery Test</i>

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

Social Emotional Learning

Aspire College 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 healthy identities
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies and themes are integrated throughout the school day and explicitly taught with their Homeroom Teacher.

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 College Academy 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:

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

Students are more likely to succeed in small school environments, where teachers, principal and staff have fostered a familiar relationship and one in which all stakeholders feel a part of the community. At Aspire College Academy, one of our key aims is for each student to be known, seen, and valued by our faculty.

In practice, our teachers greet their scholars during threshold (i.e., a door greeting relationship-building strategy) and create time and space to individually check in as needed, which could be during morning meetings, lunch, recess, or during small group time.

Teachers provide targeted instruction; learning specialists provide tailored support to our students with IEPs. The Education Specialist collaborates with classroom teachers to ensure that the curriculum and lesson delivery are accessible for students with IEPs. Their intentional collaboration is essential to the success of student learning. All instructors help students manage their work and goals independently. As the Regional Instructional program shifts towards an interdisciplinary model, Aspire College Academy has two teachers who are engaging in the instructional teams pilot of implementation of Interdisciplinary Units. Through this collaboration, the teachers are encouraged to develop lessons that reflect the identities and cultures of their

students. Students are learning grade-level content and standards through cross-curricular lessons over a period of eight weeks culminating in a performance tasks assessment.

The expanded learning program at Aspire College Academy offers students in grades TK-5th an opportunity to participate in a variety of extracurricular activities. During school breaks, the program offers students an additional 30 days to participate in programs that support their academics and expose them to various enrichment opportunities such as Berkeley Engineers And Mentors (BEAM), Science Club, Ukulele Club, Young Men’s Group, Cooking Club, Art Club, Basketball, and Cheer.

Our Commitment to a Liberatory Learning Environment

Aspire College 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 Multilingual 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

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

Subject	Curriculum Description
English Language Arts and English Learner Development:	Aspire College 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.

	Aspire College Academy’s English Language Arts and English Learner Development curriculum is 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 the audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner (“MLL”) supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction. Aspire College Academy uses Wit & Wisdom for grades K-5. Wit & Wisdom is an instructional K-8 ELA curriculum that is based on the Science of Reading and allows students to dive deep into topics and authentic core texts to build knowledge of the world around them. Through lively classroom discourse, content-rich texts, and detailed writing prompts, students build a deeper understanding of history, science, and geography while developing the critical thinking skills that will benefit them for a lifetime. EL Achieve is a comprehensive English Language Development Program that is focused on student-centered instruction, which supports content-area success by strengthening language abilities and teaching the language that native-English speakers already bring to their schooling. It follows a scope and sequence of language skills, with a focus on the high-leverage, portable vocabulary and sentence structures of the proficiency level.
Social Science:	Aspire College 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. Aspire College 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 the elementary level include primary sources, historical literature, and a variety of non-fiction texts as recommended by the Common Core State Standards.
Mathematics:	Aspire College 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. Aspire College 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 TK-5 use Eureka Squared Math. 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 a deeper understanding of mathematical concepts.
Science:	Aspire College 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. Aspire College 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”). Grades K-5 use Amplify Science. Amplify Science is a Next Generation Science Standards aligned curriculum that utilizes a hands-on investigative approach along with the use of print resources and digital modeling tools and simulations. Amplify Science is organized around units where students encounter compelling phenomena and real world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts. The units provided by the curriculum are the base for interdisciplinary instruction. The units per grade level cover the following topics: ● Kinder: Needs of Plants and Animals, Pushes and Pulls, Sunlight and Weather. ● First Grade: Animal and Plant Defenses, Light and Sound, Spinning Earth. ● Second Grade: Plant and Animal Relationships, Properties of Materials,

	Changing Landforms. • Third Grade: Balancing Forces, Inheritance and Traits, Environments and Survival, Weather and Climate. • Fourth Grade: Energy Conversions, Vision and Light, Earth's Features, Waves, Energy and Information. • Fifth Grade: Patterns in the Sky, Modeling Matter, The Earth System, and Ecosystem Restoration.
Visual and Performing Arts	Aspire College Academy believes that participation in the arts is 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. Aspire College Academy works to establish partnerships with local arts organizations to provide additional programs for students.
Social Emotional Learning (SEL)	Social Emotional Learning competencies are explicitly taught during the advisory block. RULER is the curriculum that we use to support building students' capacities in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence: • 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.
Physical Education (PE):	Aspire College Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.

Interventions and Enrichment

Interventions

Aspire College 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.

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

Tier 1	Tier 2	Tier 3
● Additional instructional time ● Differentiated instruction ● Various options to demonstrate mastery ● Flexible groupings ● Additional exposure to the information and language being presented in the lesson ● Progress reports to parents/guardians ● Planner checks ● Instructional Aide support ● Focus on accelerating student progress and meeting student needs ● Opportunities for breaks as needed ● Social and emotional learning ● Positive Behavioral Interventions and Supports ("PBIS") ● Teacher office hours for tutoring	● Group and individual counseling ● Parent meetings ● One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs) ● One-on-one check ins with a culture team member and/or mentor ● Peer tutoring ● Additional focused assignments targeting areas of need ● Behavior contracts ● Clean weeks (opportunities to reduce Reflections) ● Alternatives to suspensions	● Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions) ● A higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

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 Aspire College 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.

ACA provides several enrichment programs after-school through its Extended Learning Program. ELP enhances our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes (B.E.A.M.), and S.T.E.M. Science classes. Additionally we have provided scholars the opportunity to participate in on-site coding and robotics classes. These arts, science, technology, and engineering are available to all students, whether or not they are registered for our Extended Learning Program.

Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts, and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.

Technology as a Tool

At Aspire College Academy, technology is used as a tool for research, communication, production, and for independent practice of core academic concepts. A combination of tablets, laptops and chromebooks are available for student use. Students are also able to use projector and docucams for presentations and demonstrations. Students exercise their higher-order thinking skills through creating mathematical models through various educational applications and computer based math tasks.

In addition, Aspire College Academy strategically leverages different web-based instructional platforms to supplement our teachers direct instruction and provide students with alternative ways to reengage in the core curriculum in class and at home. i-Ready as a blended platform to support student learning. i-Ready serves as a powerful technological tool for instruction by offering personalized learning experiences through an adaptive online program. The program allows students to engage in learning activities that are tailored to their individual academic readiness and standards. By leveraging technology in this way, i-Ready facilitates targeted,

efficient, and effective instruction that meets students at their point of need, fostering both engagement and academic growth.

i-Ready is also leveraged by ACA as a benchmark and formative assessment. Teachers monitor student progress on i-Ready weekly and are able to use the data from i-Ready to inform their planning and instructional practices. ACA teachers utilize the data to create cooperative learning and intervention groupings. As a formative assessment given 3 times yearly (August, December, and May), ACA staff are able to measure students progress over time and use the results to make determinations about students' instruction needs.

Similarly, ACA also contracts with LexiaLearning, which provides clear and easy to navigate phonemic awareness, phonological, sight word, morphology, fluency, and comprehension mini-lessons and practice for students to follow along independently. This platform reinforces our Science of Reading professional development with our staff and our SIPPS instruction for our students. SIPPS, which stands for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, is a research-based reading intervention program designed to help students in grades K-12 develop foundational reading skills. It focuses on decoding, phonological awareness, phonics, and sight words, and is used to support both new and struggling readers. ACA also has a similar program for math that we leverage to support students' learning. Through ExploreLearning, ACA, has a subscription with the platform ReFlex and Frax. Reflex focuses on basic math skills and fluency, ensuring students have a strong number sense. Frax is a part of the Reflex program as well, but solely focuses on fractions.

Furthermore, ACA teachers use technology to deliver instruction and communicate with families. Many of our teachers create their lessons using Google Suites, mostly Google Slides, to ensure our students have visuals to support their learning. Teachers also use Youtube Education to share follow-up videos to support the students' learning. Additionally, some of our teachers have their own Youtube channels in which they record themselves teaching and post on Class Dojo or Google Classroom for students and parents/guardians to view at a later date for review. As previously mentioned Class Dojo, ParentSquare, PowerSchool Messenger and Google Classroom are all platforms ACA staff use to stay in constant communication with families.

Plan for English Learners

Aspire College Academy will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program

options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. Aspire College 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

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

English Language Proficiency Assessment

All students who indicate a language other than English on any of the four home language survey questions, their records will be checked against CALPADS, and if no previous record exists, they will be tested with the Initial English Language Proficiency Assessments for California. The 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 (EL), or as Initial Fluent English Proficient (IFEP). 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 (RFEP). 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.

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

Reclassification Procedures

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

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

- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

Strategies for English Learner Instruction and Intervention

Aspire Public Schools offers two programs by default:

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

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the [ELA/ELD Framework](#).¹⁵

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

¹⁵ "ELD Framework (2014), Chapter 2, Figure 2. California Department of Education."

ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

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

At minimum, students at all ELD levels are placed into designated ELD courses. These Designated ELD courses correspond to students’ EL proficiency levels (Emerging, Bridging, Expanding) and grade level. 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.”¹⁶

Monitoring and Evaluation of Program Effectiveness

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

The program evaluation includes the degree to which:

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

¹⁶ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

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

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

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

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

Support for All Students

At Aspire College 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 Aspire Academy.

Youth Supports for Foster and Homeless Youth

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

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

Students who Perform Academically Low

Aspire College 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. Aspire College Academy seeks to serve students who are socio-economically disadvantaged and low income. Aspire College 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

Aspire College 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. Our teachers lesson plan in a fashion in which they prepare probing questions, class assignments and homework assignments for their high, medium and low students. Our high performing students are provided the opportunity to work on math performance tasks that force them to think in critical ways. ACA's high-performing students participate in Literacy Circles and Socratic Seminars to prepare them for honors and advanced placement classes in middle school and high school. As mentioned above, ACA also has subscriptions to multiple educational websites that our higher performing students use to access middle school level curriculum.

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 themselves and their families. Our grading policy and practices strive to embody these tenets in alignment with our values, mission, and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- Grades should be accurate: Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- Grades should be bias-resistant: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational, and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).

- Grades should be motivational: Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

Criteria for Grades			
4	3	2	1
Exceeding the grade-level standards	Meeting the grade-level standards	Approaching the grade-level standards (Students has key gaps in their understanding)	Not met the standards (Student is unable to demonstrate B or C levels without assistance)

Aspire College 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)(ii).

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

A Typical Day

After walking approximately one mile to school, Estrella, a 3rd grade student at Aspire College Academy, arrives at ACA at approximately 7:40am - walking hand in hand with her mother. They are met at the front gate (as they are every day) by four familiar smiling faces, ACA's Family Support Manager, along with one of our Mental Health Therapists, Education Specialists and Instructional Assistants. ACA's Family Support Manager, Ms. Ramirez speaks first, greeting the Family and starting a conversation with Estrella's mother about the upcoming English Language Advisory Committee meeting. Ms. Robinson, the Education Specialist then asks Estrella, "How did it go with your ELA homework? Were you able to understand it easier with the modifications I made to the directions?" Estrella nodded with a smile, affirming that she understood and successfully completed the assignment. Next, Ms. Sienna ACA's Mental Health Therapist says to Estrella, "Let's go get breakfast!" The two walk towards the cafeteria. Ms. Sienna begins her morning check-in with Estrella, inquiring about her morning, her current mood, and setting goals and expectations for the day.

Once in the cafeteria, Estrella is greeted by a huge smile from the Cafeteria Manager, Ms. Wendy, who shares with Estrella the breakfast options for the day. Estrella chooses a milk, an apple, and a raspberry yogurt with granola, then she heads to her typical seat at the breakfast benches where she finds three of her friends already eating. They laugh and talk about the latest fun TikTok trend until 8:00am when they suddenly hear a familiar voice cry out, "Hold Up!" and then the entire student body replies, "Wait a Minute!!!" At that point the entire crowd goes quiet and students turn their attention to the front of the cafeteria - It's Mr. White starting the school-wide morning meeting. Mr. White greets the student body, then starts his typical call and response. He reminds the students to Be Safe, Be Kind, and to Learn a Lot. He reminds the students that they should be First-Time Listeners and to Try Their Best. Mr. White then calls up five students to help lead the school cheer - Estrella is one of the students selected. Excited to do so, all five students hustle to the front, as Mr. White Counts to get the cheer started. Estrella and others begins as the rest of the students body join in:

"I'm a Jaguar, daily,
Keeping it lit, 180;
I'm expected, accepted,
Joyful, love and connected;
We are Jaguars, truly,
Uplifting our community,
We are Jaguars, daily,
That's why we keep it 180.

Mr. White reminds the students that "keeping it 180" means to maximize your learning opportunity all 180 days of the school year - don't waste a day. Then Mr. White's voice calls out,

“Jaguar Clap on 3....1, 2, 3!!!” Estrella leads the students in the traditional Jaguar clap and the scholars begin to exit the cafeteria by grade level to their classes.

Pumped up from a lively morning meeting, Estrella and her classmates enter their classroom ready to start the day. She completes her morning routine, setting her backpack and jacket on her hook, placing her completed homework in the appropriate tray and grabbing her organizer off the back counter. Estrella makes her way to her seat, where she reaches into her organizer and pulls out the day’s Do Now, which includes two review ELA related close reading passages and two review math words problems. Estrella and her classmates complete the Do Now, while Mr. Andrew, her teacher, takes roll. Thanks to the extra help Estrella received the day before from Ms. Karyna, the class’ Instructional Aide, Estrella was able to quickly complete the Do Now and was ready to share her answer with the group. After Mr. Andrew completed the attendance, he asked the students to turn to their elbow partner and share their thought-process behind the answers they chose. He then called on specific students to share their answers with the class. Estrella came to the board and shared her process and final answer for question three with the entire group. After explaining, the students began to snap repeatedly, which is their custom to show appreciation and celebrate a correct answer.

After repeating the Do Now the students placed their papers back into their organizer and came to the rug where they sat in a circle for morning meeting. Taking turns they all shared where they were on RULER’s Mood Meter that morning. The next time around, they shared what they needed from the group to have a successful day. On the final whiparound the students shared one goal that they had for the day. Remaining in a circle, Mr. Andrew then began a mini lesson about the Garbage Can Tool, from one of our SEL curriculums, Toolbox.

By 8:45, the SEL lesson was over and on que, Ms. Nelly was standing at the door waiting to pick her small group of newcomer students for their specialized English Language Development Instruction through the Orton Gillingham Program. Estrella and the remaining students stayed in class and divided into three groups as the class transitioned into Designated ELD time. Ms. Karyna began to work with the L1 and L2 students; while Mr. Harris taught the lesson for the L3 and L4 students (Estrellas group) who have yet to be reclassified. The English Only students quietly and systematically grabbed a Chromebook and logged into Lexia Learning to start their daily asynchronous basic reading skills lesson.

By 9:15, The newcomer small group was returning to class and the students transitioned from Designated ELD to their core English curriculum, Wit & Wisdom. Mr. Andrew, building off of the skills talk during ELD began talking about figurative language, specifically metaphors and similes. Mr. Andrew used visuals and sentence frames to guide the students through an AB partner talk

exercise to practice. Estrella and her partner giggled at some of the metaphors, “It’s raining cats and dogs!” “What if it really began raining cats and dogs, she laughed.” The whole room was filled with joy as the students reviewed commonly spoken metaphors and similes, and then had the opportunity to create their own. Once Estrella and her classmates felt confident in their abilities to identify, differentiate and create metaphors and similes, Mr. Andrew introduces the day's anchor text. He shares with the students that the text had several metaphors and similes in it. He first reads the text aloud, while Estrella and her classmates track the text, as he reads, with their fingers. The students then turn to their carpet buddies and began to chorally read the same text to each other. Once finished, each partner group was assigned a section from the book. On a piece of construction paper, Estrella and her classmates are asked to create a presentation outlining the figurative language they identified in their section. They were asked to highlight the literal meaning and the figurative meaning for each metaphor or simile. Estrella and her partner joined one other partner group and they began to design their poster. Once finished, Estrella and her group share their findings with the class. The class is able to ask questions and provide feedback. Estrella and her group are able to clarify any misconceptions other scholars had about the metaphors and similes that they presented. Once finished, Estrella was directed to post her group’s project on the wall with those that were presented before it. Estrella was proud of the product she created and how well she was beginning to grasp a complex language like English, knowing that she just began learning the language just three years prior.

After ELA Instruction, it was time for recess. Estrella was excited to go outside, run and laugh to the top of her lungs. Estrella and her friends jumped rope, played hopscotch and swung on the swings. They also found time to play a quick game of four-square, in which Estrella was victorious. Beaming over her victory Estrella heard a whistle. It was time to line-up and go back inside for math. As the students returned back to class, Do Nows were on their desks. It was math fluency practice - a mix of basic math facts, single-digit addition, subtraction, and multiplication up to 5. Estrella smiled, she had been working on this in her pull-out group with Ms. Robinson in the afternoons. Estrella felt confident and quickly completed her Do Now. Once finished, Mr. Andrew asked the students to check-in with 3 other students to see if their answers were correct. If their answers differed with another student, then he asked that they discuss their rationale for the answer and then come to consensus about which answer they will stick with. Once this cycle was complete, Mr. Andrew unveiled the correct answers on the board. Estrella missed one out of 20, but she quickly identified the mistake she made, which will aid her in not making that calculation mistake in the future.

Mr. Andrew then placed the students in groups of four and shared with them a math task that he wanted the students to complete. Each group member was assigned a role. Estrella was the scribe. As a group, the students delved in the math task, which was culturally responsive and was

attached to a problem within the community which needed solving. The math lesson was also interdisciplinary, including elements of language arts, social studies and science. Estrella was able to identify with the scenario described in the math task and was able to critically think through solutions with her partners. Mr. Andrew and Ms. Karyna floated around the room, providing hints and suggestions to students. They provided positive praise and encouraged students to participate even more in their group. As they aggressively monitored the groups, providing feedback, Ms. Karyna noticed that Estrella was not as engaged. Ms. Karyna checked in with Estrella and realized Estrella was stuck on a key concept. Karyna grabbed a white board and dry erase marker and conducted a brief mini lesson with Estrella. Ms. Karyna could see the confidence return to Estrella's face and Estrella went back to work with her group.

Soon it was 12:30, time for lunch. It is beef, bean and cheese burrito day - Estrella's favorite. The class walks in a "5-Star Line" over to the cafeteria where they are welcomed once again, by Ms. Wendy's warm smile. Estrella and her classmates have 25-minutes to eat. After eating the students systematically are released one row at a time to discard their trash. The students are trained to separate their trash into three different trashcans (composed, recycles, and trash). Once outside Estrella spends time climbing the play structure and going up and down the slide. She also enters into a game of kickball briefly before deciding to sit on one of the many benches to talk to a friend in the shade.

After lunch the 3rd graders transition to Integrals. Estrella's class has science today. They are excited to see Mr. K. He is the funniest teacher in the entire school. He truly makes learning science fun. Estrella's class has been learning about the life cycle of different things. Last week they discussed the life cycle in terms of seeded plants. Today, Mr. K highlights living things that don't look like the adult version of themselves. He used butterflies and frogs as examples. Estrellas also learned a new word metamorphosis. This word made Estrella giggle inside. She thought the word was so funny. Estrella and her friends practiced saying, writing and finally using the word in a sentence. In groups, the students were asked to compare and contrast the life cycle of a seeded plant to that of a butterfly.

After working in groups and sharing what they discussed to the rest of the class, Estrella and her classmates headed back to their homeroom, Mr. Harris' class. By now, it was 2:00pm. Mr. Harris has a special art and writing assignment waiting for the class upon their return. Estrella and her classmates were asked to think about the similes and metaphors that they discussed earlier in the day. They were asked to draw a picture that depicted the literal meaning of the phrase, then draw a picture of the figurative meaning of the saying. The students were then given a graphic organizer to guide them through writing a 5-sentence paragraph, in which they were asked to utilize the simile or metaphor they chose. At this point it was 2:30pm and like clockwork, Ms.

Robison was at the door to pull-out Estrella for her writing pull-out group to receive her IEP-driven Specialized Academic Instruction (SAI) minutes. With Ms. Robinson, Estrella was able to receive small group support on her writing assignment with two other students from her class. After completing her assignment with Ms. Robinson, it was approximately 3:05, just 10-minutes left of school. Ms. Robinson (as they do everyday) used the final 10 minutes of their time together to review Estrella's homework with her and make modifications.

At 3:15, Estrella was dismissed to ACA's Extended Learning Program, where she received afternoon snack and participated in a 30-minute organized recreational activity. By 3:45, Estrella was in her ELP classroom with her After School Educator who circled the room helping students with their homework during their designated study hall time. At 4:15, it was time for clubs. Yesterday, the students made different types of salsa in their culinary arts club. Tomorrow the students will be making origami in their fine arts club. But today, the students will be going to the Ukulele Club. Ukulele club did not start out as Estrella's favorite, but she soon fell in love with playing and began getting good at it. Ukulele Club is actually led by her teacher, Mr. Andrew. Mr. Andrew stays after-school, like many other ACA teachers, to share with students the enrichment/extracurricular activities they are passionate about.

By 5:15pm, Ukulele Club is over. Estrella is tired - but it's a good tired. She had a busy yet fulfilling day. Her mother picks her up from ELP at 5:30pm and they walk hand in hand back home ready to start the adventure all over again the next day.

Element 2: Measurable Pupil Outcomes and Element 3: Method of Measuring Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

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

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 Contract and Accountability Plan

LCFF STATE PRIORITIES	
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: ☐ : ☐ :
Specific Annual Actions to Achieve Goal	
1.1 Grade Level Curriculum ● Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum. ● Refer to the 23-24 BA Curriculum Overview. ● Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading (e.g., Phonics curriculum - SIPPS, Phonemic Awareness curriculum - Heggerty, Orton Gillingham Structured Literacy) for use in the core program or during ELOP. ● Provide professional development for continued curriculum implementation (Eureka 2.0, Open Sci-Ed, Amplify). ● Purchase Culturally/Linguistically Responsive anchor texts and leveled books for Literacy Circles and Instructional Read Alouds that engage Latina/o/x and African American students. ● Purchase Chromebooks to ensure all students have devices (1:1) and access to regular grade-level content practice experiences. ● Purchase personalized instruction curriculum (iReady). ● Renew subscriptions to Educational Programs (e.g., Lexia, Reflex/Frax, MobyMax). ● Provide grade-level and content planning time for lesson planning, unit development, and data analysis. ● Ongoing analysis of curriculum with the Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum. ● Purchase SBAC Preparation workbooks and other supplemental materials.	

1.2 Instruction (Professional Development and Culturally Relevant Pedagogy)

- Provide ongoing, comprehensive professional development for various stakeholder groups aligned to instructional programs, strategies, and culturally relevant pedagogy and practice.
 - Offer professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.).
 - Utilize the updated ASLF framework as a coaching tool integrating Culturally Responsive Teaching Strategies into the Culture of Learning and Essential Content domains.
 - Build capacity by establishing a shared understanding of culturally relevant pedagogy and its connection to critical literacy and liberatory education.
 - Continue professional development on Academic Ownership, focusing on the Gradual Release of Educational Responsibility Model.
 - Arrange trainings on center-based instruction and best practices for supporting Multi-Language Learners (e.g., SDAIE).
 - Provide professional development on best practices for boosting the achievement of African American students to address the red ratings in both SBAC ELA and Math.
-

1.3 Instruction (Master Scheduling)

- Continue to create a master schedule that is equitable and provides students with access to all core content and enrichment/arts, including the necessary minutes for core content areas.
 - Ensure the master schedule includes time for Math & ELA Intervention, Small Group Instruction, Designated English Language Development, and Social Emotional Learning (SEL).
 - Collaborate with the Regional Expanded Learning Program Manager and Afterschool Director to ensure that the After-School Program is available for all students, runs for 30 additional days outside of the school year, and offers homework support, enrichment, SEL, and academic fluency support (reading, math, typing).
-

1.4 Instruction (Assessment)

- Establish and implement a progress monitoring protocol (Data Chats) across grade levels and content areas; conduct six-to-eight week data analysis to develop data-driven strategic next steps.
- Provide regular time for data discussions (through shared preps, release days, or protected time

on early release days).

- Implement a tiering of students aligned to data to leverage specific support for mastering standards and analyzing proficiency and growth rates.
 - Administer Interim Assessment Blocks (IAB) twice a year.
 - Design and implement end-of-chapter assessments, end-of-unit assessments, and exit tickets to align with SBAC testing questions.
 - Utilize data from assessments to conduct Cycle of Inquiry deep dives to establish data-driven next steps to improve student outcomes.
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1.5 Black Excellence

- Implement culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming.
 - Explicitly teach Black History throughout the academic year, moving beyond surface-level approaches.
 - Provide ongoing comprehensive professional development led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes, and Perceptions that Impact Learning for Black Students.
 - Conduct quarterly learning walks focusing on Black student academic achievement (including SEL).
 - Support the Black Student Union (BSU) with materials (e.g., t-shirts, supplies).
 - Organize field trips to Historically Black Colleges and Universities (HBCUs) or other institutions that highlight African American history and achievements.
 - Establish a Black Family Advisory Council to gather input on the school community.
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1.6 English Learners (EL)

- Provide onboarding training for new teachers of Designated ELD with comprehensive documentation.
- Ensure instructional staff identify all English Learners by their MLL indicator (e.g., SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL).
- Develop a system for identifying and placing newly enrolled English Learners into Designated ELD within 30 days.
- Engage in progress monitoring for individual students who have reclassified within the last 4 years.
- Host EL family nights and RFEP celebrations.
- Leverage translation services for all languages served.

- Contract with sub-agencies for ELPAC testing training and administration.

1.7 Special Education (SPED)

- Ensure co-teachers (General Education and Education Specialists) have weekly shared planning time.
- Conduct program reviews and co-teaching self-assessment to set improvement goals.
- Purchase manipulatives, visuals, and educational website subscriptions to enhance curriculum access for students with IEPs.

1.8 Title I

- Utilize Title I funds to support critical positions, such as Mental Health Therapists, to enhance academic performance across all student groups, particularly those at lower achievement levels.
- Align these actions with federal guidelines to ensure improved outcomes for disadvantaged students.

Goal 1: Expected Annual Measurable Outcomes

Outcome #1: SBAC English Language Arts (ELA) Distance from Standard (DFS)

Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC) ELA DFS

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	-100.2	-96.2	-91.7	-85.20	-80.7	-76.2
English Learner Students	-107.8	-102.8	-78.8	-92.80	-87.8	-82.8
Socioeconomically Disadvantaged Students	-100.1	-96.1	-91.6	-85.10	-80.6	-76.1
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-133.9	-128.9	-123.9	-118.90	-113.9	-108.9
African American Students	-114.4	-109.4	-104.4	-99.40	-94.4	-89.4
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	-87.2	-83.2	-78.7	-72.2	-67.7	-63.2
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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	-87.3	-82.3	-77.3	-72.3	-67.3	-62.3
English Learner Students	-80.1	-75.1	-70.1	-65.1	-60.1	-55.1
Socioeconomically Disadvantaged Students	-87.9	-82.9	-77.9	-72.9	-67.9	-62.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-140.9	-131.9	-122.9	-112.9	-102.9	-92.9
African American Students	-107.8	-102.8	-97.8	-92.8	-87.8	-82.8
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	-71.7	-66.7	-61.7	-56.70	-51.7	-46.7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: CA Science Test (CAST) Performance

Metric/Method for Measuring: CAASPP Science Test – Percentage of Students Meeting or Exceeding Standards

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	7.14%	8.81%	10.48%	12.14%	13.81%	15.48%

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)	Year 1 of Term	Year 2 of Term	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)
English Learner Students	29.50%	31.60%	33.70%	35.80%	37.90%	40.00%

Outcome #7: EL Reclassification Rate

Metric/Method for Measuring: MLL Dashboard – Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)
English Learner Students	11.50%	12.67%	13.83%	15% or above	15% or above	15% or above

Outcome #8: Access to Standard-Aligned Instructional Materials

Metric/Method for Measuring: SARC Report – Percentage of Students with Access to Standards-Aligned Curricular Materials

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	100%	100%	100%	100%	100%	100%

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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
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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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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

Outcome #12: Other Academic Outcomes (iReady Reading & Math) – % Meeting Typical Annual Growth

Metric/Method for Measuring: iReady Growth Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2023-2024 iReady Reading All Students: 59% Grade 3: 64% Grade 4: 64% Grade 5: 47% 2023-2024 iReady Math All Students: 54% Grade K: 36% Grade 1: 54% Grade 2: 54% Grade 3: 96% Grade 4: 48% Grade 5: 36%	2024-2025 iReady Reading All Students: 64% Grade 3: 69% Grade 4: 69% Grade 5: 52% 2024-2025 iReady Math All Students: 59% Grade K: 41% Grade 1: 59% Grade 2: 59% Grade 3: 101% Grade 4: 53% Grade 5: 41%	2025-2026 iReady Reading All Students: 69% Grade 3: 74% Grade 4: 74% Grade 5: 57% 2025-2026 iReady Math All Students: 64% Grade K: 46% Grade 1: 64% Grade 2: 64% Grade 3: 106% Grade 4: 58% Grade 5: 46%	2026-2027 iReady Reading All Students: 74% Grade 3: 79% Grade 4: 79% Grade 5: 62% 2026-2027 iReady Math All Students: 69% Grade K: 51% Grade 1: 69% Grade 2: 69% Grade 3: 111% Grade 4: 63% Grade 5: 51%	2027-2028 iReady Reading All Students: 79% Grade 3: 84% Grade 4: 84% Grade 5: 67% 2027-2028 iReady Math All Students: 74% Grade K: 56% Grade 1: 74% Grade 2: 74% Grade 3: 116% Grade 4: 68% Grade 5: 56%	2028-2029 iReady Reading All Students: 84% Grade 3: 89% Grade 4: 89% Grade 5: 72% 2028-2029 iReady Math All Students: 79% Grade K: 61% Grade 1: 79% Grade 2: 79% Grade 3: 121% Grade 4: 73% Grade 5: 61%

Outcome #14: Broad Course of Study**Metric/Method for Measuring:** Local Indicator Survey (Priority 7) – Percentage of Students Offered a Broad Course of Study

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	100%	100%	100%	100%	100%	100%

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****2.1 Coaching**

- Implement a differentiated coaching model at the school site to ensure that teachers receive coaching and feedback according to their needs and goals.
- Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF).
- Implement Teachboost to monitor the frequency of coaching and track coaching points.
- Teachers create goals using the ASLF and participate in mid-year and end-of-year debriefs to track growth.
- Admin team members set goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year debriefs with principals

- Implement a consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends, and inform staff professional development.
 - Develop admin and lead teacher coaches in Instructional Leadership Teams (ILT) through regular use of consultancies, anchor texts, and coaching data analysis.
 - Share coaching and walkthrough trends in the weekly Staff Newsletter.
-

2.2 Professional Development

- Lead professional development for staff on the Teachboost platform for all teacher/specialist coaching and Professional Learning Plans (PLPs).
 - Conduct professional development on the Aspire Student Learning Framework (ASLF) to ensure alignment on rigorous instruction.
 - Provide training on Ownership of Learning, emphasizing the Gradual Release of Educational Responsibility Model.
 - Arrange training sessions on center-based instruction and best practices for supporting Multi-Language Learners (MLLs) (e.g., Specially Designed Academic Instruction in English (SDAIE)).
 - Provide professional development on best practices to increase the achievement of African American students.
-

2.3 Teammate Retention

- Hold staff input sessions on school culture and climate.
- Administer a weekly staff survey to monitor culture and climate.
- Establish open office hours with the admin team.
- Conduct Listening Meetings to gather staff feedback.
- Share survey results and leadership next steps after each administration.
- Adjust the master schedule to ensure adequate teacher collaboration and planning time.
- All teammates write one wellness goal during their PLP process.
- Provide professional development aligned with school and Aspire initiatives, including conducting walkthroughs, timely meetings, and team teaching.
- Offer release time for classroom observations and encourage participation in external professional development (e.g., seminars, conferences).
- Develop clear onboarding practices for new teachers, including those new to the profession or district.

- Foster cohesiveness by grounding teammates in core values and establishing clear goals to help the school realize its vision and mission.
 - Celebrate staff efforts and commitment to the school.
 - Provide weekly Coaching & Collaboration time.
 - Identify staff's individual and collective "Why" for the work.
 - Establish a Staff Charter.
 - Ensure meaningful staff input in developing the school's Mission, Vision, Values, and Goals.
 - Supply teachers with the necessary materials for hands-on activities, blended learning opportunities, and direct instruction.
-

2.4 Affinity Groups

- Ensure all teammates have the opportunity to attend regional affinity groups.
 - Create opportunities for staff to discuss and celebrate differences in race and culture.
 - Provide spaces for staff to discuss the effects of race and how it impacts teammates within Aspire.
 - Offer professional development on microaggressions and implicit bias, focusing on their effect on the workplace environment and instruction.
-

2.5 Pipeline Development

- During PLP meetings, teammates will set stretch goals to develop their future career aspirations, receiving support and development in those areas (including release time for observations or testing).
 - Work towards securing 2 Alder Residents and 2 student teachers to enhance the pipeline for future educators.
-

2.6 Teacher Credentialing

- In accordance with Williams Act Requirements regarding teacher credentialing, ensure that schools are working to improve and clear teacher misalignments.
-

Outcome #1: Percent of Fully Credentialed Teachers**Metric/Method for Measuring: CA Data**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	83.12%	91.04%	95.52%	100%	100%	100%

Outcome #2: Teacher Sense of Safety and School Connectedness**Metric/Method for Measuring: Aspire Teammate Survey**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2023-2024 Aspire Teammate Survey School Climate: 53% responded favorably Belonging: 77% responded favorably Well-being: 76% responded favorably Staff- Leadership Relationships : 51% responded favorably Cultural Awareness and Action: 39% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 60% responded favorably Belonging: 84% responded favorably Well-being: 83% responded favorably Staff- Leadership Relationships : 58% responded favorably Cultural Awareness and Action: 45% responded favorably	2025-2026 Aspire Teammate Survey School Climate: 66% responded favorably Belonging: 91% responded favorably Well-being: 89% responded favorably Staff- Leadership Relationships : 64% responded favorably Cultural Awareness and Action: 52% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 73% responded favorably Belonging: 97% responded favorably Well-being: 96% responded favorably Staff- Leadership Relationships : 71% responded favorably Cultural Awareness and Action: 59% responded favorably	2027-2028 Aspire Teammate Survey School Climate: 76% responded favorably Belonging: 98% responded favorably Well-being: 97% responded favorably Staff- Leadership Relationships : 74% responded favorably Cultural Awareness and Action: 62% responded favorably	2028-2029 Aspire Teammate Survey School Climate: 79% responded favorably Belonging: 99% responded favorably Well-being: 98% responded favorably Staff- Leadership Relationships : 77% responded favorably Cultural Awareness and Action: 65% responded favorably

Outcome #3: Teammate Retention Rate**Metric/Method for Measuring: Internal**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	97.5%	95.8%	92.9%	90%	88%	86%

LCFF STATE PRIORITIES

GOAL #3

To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.

Related State Priorities:

1,2,4,5,6,7,8

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

3.1 Family and Community Engagement and Outreach

- Continue to hold monthly Principal Chats with families.
- Conduct family surveys to gather feedback for strategic planning.
- Host quarterly “Lunch with a Loved One” events, inviting families to eat lunch with their children.
- Hold monthly SSC/ELAC meetings featuring student performances, food, childcare, translation, and door prizes.
- Create a Black Family Advisory Group to gather input from families of Black students regarding school culture and climate.
- Increase Parent Voice in school decision-making through Fall & Spring Town Hall meetings.
- Continue Power Empowerment Practices Meetings (Parenting Classes).
- Allocate funds for fingerprinting parent volunteers (Classroom Support, Field Trip Chaperones).
- Schedule Community Engagement Events (e.g., Beginning of Year (BOY) Family Fun Days, Heritage Month Celebrations, Family Math & Science Nights).

3.2 Attendance

- Host Quarterly Extended Learning Program Student Showcases.
- Conduct Quarterly Parent-Teacher Conferences.
- Establish an Attendance Team to develop an attendance plan, monitor progress, and lead intervention strategies.
- Review attendance data weekly, focusing on rates specifically for English Learners (ELs), Foster Youth, and Low-Income Students.
- Enhance family communication when students are absent, including personal communication for

every absence and home visits for chronic absenteeism.

- Implement school-wide attendance incentive programs (e.g., perfect attendance certificates, grade-level competitions).
- Provide early family education for TK-2 grade families with monthly reminders on the importance of attendance.
- Include attendance information in Back-to-School events, BOY newsletters, First Day Packets, and Student-Led Conferences (SLCs).
- Conduct home visits during the summer for students with chronic absenteeism or truancy.
- Develop attendance contracts with families.
- Address the ACA subgroups (African Americans, English Learners & Students with Disabilities) categorized as Orange on the California Dashboard to prevent any subgroup from falling into the very low (red) category.

3.3 Social Emotional Learning (SEL)

- Provide curriculum materials and resources for teachers.
- Allocate time for teachers/teams to review SEL data from Panorama and modify SEL units with a data-informed perspective.
- Offer regular planning time for advisory teams to internalize and adjust SEL units.
- Establish student leadership clubs (e.g., Service Crew, Environment Crew, Safety Crew).
- Host monthly family education experiences where students teach family members about SEL skills and practices.
- Continue to develop Adult SEL initiatives.
- Partner with local mentorship programs to support students.
- Define Values and Key Character Traits and demonstrate their application on campus through structured implementation:
 1. Identify a Trait of the Month.
 2. Highlight in all communications.
 3. Include in weekly announcements.
 4. Discuss in Morning Meetings/Circle Time.
 5. Connect the trait to lessons.
 6. Reward/Acknowledge students who exhibit the trait.
- Create a School Economy/Student Store to encourage positive behavior and engagement (e.g., Fun Fridays, Assemblies, Intramurals, Clubs, Lunch Bunches).
- Build School Pride through Spirit Wear, Chants, Claps & Steps, and Competitive Academy Improvement.

3.4 Multi-Tiered System of Supports (MTSS)

- Hold MTSS team meetings to establish systems for using multiple data sources to monitor universal, additional, and intensified supports.
- Collaborate with regional academic teammates (Sr. Directors/Program Managers) to co-facilitate professional development on MTSS.
- Develop Tiered Instruction Matrix (TIM) to outline academic and behavioral supports.

MTSS for Academic Needs:

- **Tier 1:**
 - Scaffolds/Differentiated Instruction
 - Small Group Instruction
 - Hands-On Activities/Movement
 - Visuals/Graphic Organizers
 - Technology/Blended Learning
 - Culturally Relevant Examples
 - Integrated ELD Instruction
- **Tier 2:**
 - Guided Reading Groups
 - Pull-Out Leveled Reading Groups
 - Designated ELD Instruction
 - Before & After School Intervention
 - Outside Agency Support (e.g., **Sylvan, Zion Learning**)
- **Tier 3:**
 - Paraprofessional Push-in Support
 - Resource/Speech Pull-Out Support

MTSS for Social Emotional Needs:

- **Tier 1:**
 - Climate Work (Traits & Values)

- SEL Curriculum (e.g., **RULER, Toolbox**)
 - Self-Awareness & Mindfulness Activities
 - School-Wide Incentives (e.g., **Student Store**)

 - **Tier 2:**
 - Planned Check-In/Out Strategies
 - Small Group Skill Building (e.g., **Transition, Grief, Conflict Mediation**)
 - Mentorship Programs

 - **Tier 3:**
 - Individual Counseling
 - Behavior Support Plans

 - **Tier 4:**
 - Behavioral Support Programs (**BHP**)
-

3.5 Enrollment

- Form an Enrollment Team to develop a student recruitment plan.
- Increase social media outreach to maintain enrollment visibility.
- Attend community events monthly to promote the school.
- Host at least two Open House events during the enrollment period and another in April/May for late applicants.
- Organize a community carnival/ice-cream social event.
Partner with existing families to support recruitment, offering incentives like school swag or gift cards.
- Identify school recruitment fairs to participate in.
- Visit local preschools and Head Starts to conduct information sessions and distribute flyers.
- Engage with libraries, recreation centers, and youth programs to share marketing materials.
- Conduct information sessions for current Aspire families.
- Partner with elementary and middle schools to encourage Open House participation.
- Connect with local youth organizations (e.g., after-school programs, sports) to share school information.

3.6 Classroom Facilities and Student Physical Spaces

- In compliance with the Williams Act, conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure ratings of at least “Good”.
- Train all teammates annually on the comprehensive safety plan.
- Create a classroom checklist to ensure key items are included, such as emergency safety kits, student work displays, and key anchor charts.

Outcome #1: Chronic Absenteeism Rate (%)

Metric/Method for Measuring: CA School Dashboard – Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	48.20%	45.20%	42.20%	39.20%	36.20%	33.20%
English Learner Students	43.20%	40.20%	37.20%	34.20%	31.20%	28.20%
Socioeconomically Disadvantaged Students	49.50%	46.50%	43.50%	40.50%	37.50%	34.50%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	59.50%	56.50%	53.50%	50.50%	47.50%	44.50%
African American Students	56%	53%	50%	47%	44%	41%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	44.70%	41.70%	38.70%	35.70%	32.70%	29.70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Pupil Suspension Rates**Metric/Method for Measuring: CA School Dashboard**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2.5%	1.7%	0.8%	0%	0%	0%
English Learner Students	1%	0.7%	0.3%	0%	0%	0%
Socioeconomically Disadvantaged Students	2.4%	1.6%	0.8%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	2.8%	2%	1.5	1.0%	.5%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	2.2%	1.5%	0.7%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School Facilities in Good Repair**Metric/Method for Measuring: FIT tool**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good

Outcome #4: School Attendance Rate**Metric/Method for Measuring: P2 Reporting**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	89.69%	90.69%	91.69%	92.69%	93.69%	94.69%

Outcome #5: Pupil Expulsion Rate**Metric/Method for Measuring: Internal**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)
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				categorized as Low Performing)	categorized as Low Performing)	categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
Outcome #3: Efforts we make to seek parent input						
Metric/Method for Measuring: Aspire Family Survey						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2023-2024 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 28% responded favorably	2025-2026 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 36% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 45% responded favorably	2027-2028 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 50% responded favorably	2028-2029 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 55% responded favorably
Outcome #6: Student Sense of Safety and Connectedness						
Metric/Method for Measuring: Aspire Student Survey						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2023-2024 Aspire Student Survey Teacher Student Relationships : 4th Quintile Sense of Belonging: 5th Quintile School Climate: 3rd Quintile School Safety: 2nd Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships : 4th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd Quintile	2025-2026 Aspire Student Survey Teacher Student Relationships : 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd Quintile	2026-2027 Aspire Student Survey Teacher Student Relationships : 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd Quintile	2027-2028 Aspire Student Survey Teacher Student Relationships : 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd Quintile	2028-2029 Aspire Student Survey Teacher Student Relationships : 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd Quintile
Outcome #7: Survey of Parents to Measure Safety and School Connectedness						

Metric/Method for Measuring: Aspire Family Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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)	2023-2024 Aspire Family Survey 69% responded favorably: "The school provides a safe environment for my child." 69% 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 74% responded favorably: "The school provides a safe environment for my child." 74% 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 79% responded favorably: "The school provides a safe environment for my child." 79% 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 88% responded favorably: "The school provides a safe environment for my child." 88% 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 91% responded favorably: "The school provides a safe environment for my child." 91% 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)**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	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: 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, 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 Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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 at a regularly scheduled Board meeting.

Assessment

At Aspire College 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 (e.g., mClass, 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.

Internal Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
<u>mClass</u>	K-2	Universal Screener & Diagnostic	3x per year	mCLASS is an online data system that provides DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge. Its 3 principle uses are: to identify students who may be at risk of reading difficulties by screening up to three times per year; to document students' progress of reading skills as a consequence of special intervention programs through progress monitoring; and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines
<u>i-Ready ELA</u>	3-5	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.
<u>iReady Math</u>	3-5	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance.
Panorama SEL Screener	6-12	Universal screener	2x per year	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.
Smarter Balanced Interim Assessments	3-5	Universal Screener	2x per year	Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments ("ICAs"). They are

("IAB")				intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.
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State Required Assessments				
Assessment	Required Grades	Purpose	Required Frequency	Description
<u>SBAC</u> <u>CAA</u>	3-5	Summative (state required)	1x per year	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. 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>California Science Test</u>	5	Summative (state	1x per year	CAST is the state science assessment intended to assess the Next Generation Science

<u>CAA Science</u>		required)		Standards. Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years 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>Initial ELPAC</u> <u>Alt ELPAC</u>	K-5 (new students)	Universal Screener (state required)	1x only	Initial ELPAC is the state assessment for identifying ELL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program
<u>Summative ELPAC</u> <u>Alt ELPAC</u>	K-5	Summative (state required)	1x per year	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>PFT</u>	5	Summative (state required)	1x per year	The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a

				level of fitness that offers a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card (“SARC”).
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Collecting, Analyzing, and Reporting Data

As aforementioned, Aspire College 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
- The School site administration interrogates school-wide data (i.e., student achievement, attendance, and discipline) during region-wide Communities of Practice; and
- The Region will interrogate data on student achievement and well-being to inform region-wide initiatives and strategic planning.

Aspire uses the California Assessment of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school, and organization. Additionally, the Physical Fitness test will be administered and used to inform the Charter School program. Every summer, each school will have a staff retreat where the data will be analyzed. School-wide plans for professional development will be based on these plans.

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

Annually, the status of the Charter School will be reported using multiple data metrics to assess the health of each school. This allows Aspire’s Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the Senior Leadership Team identifies schools that require more focused attention and support. On an ongoing basis, these data metrics will be used to monitor the progress of schools monthly. Specifically, the dashboard reports on:

- Student achievement: CAASPP, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

External Reporting

Aspire maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to respond to all reasonable inquiries from 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(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

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 operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California 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.

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 educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the Charter School. In

order to achieve this important end, the Charter School shares local control with a Parent Advisory Committee (“PAC”).

The PAC can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective committees are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. The PAC is an important part of our Charter School’s accountability to the students, families and community. The PAC is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School’s Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The PAC is 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 Charter School, the Principal plays a vital role in the success of the PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, collaboration on educational partner priorities and concerns, and guidance for the overall implementation and success of the group.

Educational partner involvement is critical to the success of the PAC. Any parent or guardian of an enrolled student is 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 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.

Additional Opportunities for Family Involvement

- Exhibition panels – Families may sit on panels to judge student work twice a year.
- School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.
- Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
- Advocacy – Families and community members communicate the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Aspire Board of Directors meetings (including Executive Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.

- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire 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 be found in Appendix 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, and Bullying Policy and Complaint Procedure, attached in Appendix XII.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire 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.

Executive Director, Aspire Home Office and 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 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 Aspie'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. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Educational Level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred
- NCLB Highly Qualified preferred

Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

Assistant Principal

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

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

Required experience:

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

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 Business Manager is responsible for overall non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors.

- Strong organizational, time management and multitasking skills
- Strong interpersonal and communication skills
- Experience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Minimum educational level:

- B.A. Degree preferred or equivalent work experience

Experience required:

- 6 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Supervisory experience strongly preferred

- Proficiency with Microsoft Office, network printing, copiers and fax machines

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented
- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, per Education Code 47605(l)(1) - Teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the commission on Teacher Credentialing in the same manner as a school district.

Teacher Hiring

As a public charter school organization with a clearly defined focus, Aspire tends to attract educators interested in working in more accountable, innovative, collaborative environments—teachers and principals who are themselves educational entrepreneurs. A rigorous and sound process for selecting from the pool of teacher candidates is essential. Aspire's multiple-stage

approach includes: a resume screen; telephone interview/screen, school site interview with a site hiring committee (discussed below); demonstration lesson with students; authorization check and reference checks.

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the Charter School.
- *Business/Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.
- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the Charter School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

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 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 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 admin throughout the year grounded in Aspire’s instructional rubric, the Aspire Student Learning Framework [ASLF]. Originally based on 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 student look fors, and a list of Core Teacher Skills that teachers may utilize to improve student outcomes in the given area of focus. The Aspire Student Learning Framework is attached in Appendix XIII.

Element 6: Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall 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. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also

ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into ACA's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. ACA 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 ACA.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

ACA will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

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.

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

ACA shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. ACA 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

ACA 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. ACA 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. ACA shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ACA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ACA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ACA (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 ACA'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 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 all requirements 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, 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 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

The Charter School will strive to ensure that the student population of 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. 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, to achieve a 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 recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds
- Engaging in outreach efforts and making presentation via community organizations, neighborhood groups, youth organizations, churches and other local organizations
- Advertising opening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed
- Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students
- Hosting open house events to provide opportunities for prospective applicants to learn more about the school’s academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to 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

ACA is committed to ensuring that all students and families feel welcome and a sense of belonging to our school community.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance at ACA

Our goal is to diversify our applicant pool, to be one that is reflective of multiple backgrounds, including students who receive SPED services and/or English learners.

ACA is committed to 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 continuous improvement efforts.

As part of our strategic plan, we have outlined specific actions to maintain and strengthen the diversity of our student population, with focused support 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, ACA 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.

Objective	Metric	Completion Date
<i>Data Analysis:</i> Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year	Collect data and organize for review	By the first month of the school year
<i>Research:</i> Research the latest available data on ethnic, SPED and EL diversity for the District	Collection of this data and create a comparison table	By November 1st of each school year
<i>Enrollment Plan:</i> Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds	Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and stakeholder participation Stakeholder engagement: 2-3 affinity focus groups held, affinity group surveys	By November 1st of each school year

	distributed Marketing plan and budget secured	
<i>Marketing Materials:</i> Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish	All marketing materials and written communications are translated and a translator is secured for all open house information sessions Enrollment information on organization's website is updated and translated	By November 15th of each school year
<i>Advertisement and Marketing:</i> Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.	Advertise in at least 2-3 media sources	By January 15th of each school year
<i>Progress Monitoring:</i> Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.	Collect and analyze application data including available ethnic information halfway through the open enrollment period	By January 15th of each school year
<i>Community Outreach:</i> Conduct community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.	At least 3 community canvassing events held during the open enrollment period and participate in 2-3 community events	By February 15th of each school year
<i>Engage with Prospective Families:</i> Host open house information sessions for prospective families to learn more about the school.	At least 3 open house information sessions held during the open enrollment period	By February 15th of each school year

<i>Student Registration and Orientation:</i> Support incoming families with registration process and host orientation event to share key school information with new families to support their transition	Regularly scheduled registration office hours for new families and host an orientation event	By May 30th of each school year
<i>Enrollment Data Analysis:</i> Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment	Collect and analyze incoming student registration data including available ethnic, SPED and EL status	By May 30th of each school year

Element 8: Admissions Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and

47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or

economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students who seek to continue their preparation and readiness for college from other Aspire schools
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

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School's application process is comprised of the following steps:

1. Currently enrolled Charter School students are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization's website at <https://aspirepublicschools.org/enroll/> and information on the enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at <https://aspirepublicschools.org/enroll/>. Families do not need to attend the lottery in order to secure enrollment.

The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). 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.
6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Business Manager by phone, email, and/or mail and asked to register within the designated timeline for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity will be able to see their place on the waitlist via their enrollment system account or by inquiring with the school office. This wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.
7. Upon confirmation that a student has secured a spot at the Charter School, parents must submit a completed Registration Packet by the specified timeframe. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's office staff will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

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

November - February	Open Enrollment: November- February Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.
January	Re-enrollment Forms for Current Students: January Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.
Early March	Admission Lottery: March Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.
Late March - June	Student Registration: March- June Students admitted to the school complete their registration forms. New student orientation events are held to support families with their transition and additional support with the registration process.

Element 9: Independent Financial Audits

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The 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 Charter School is a public record to be provided to the public upon request.

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter School will account for

suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered System of 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 is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

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

Social-Emotional Learning (“SEL”)

Our approach to Social and Emotional Learning is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional program and beyond.

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

- Managing emotions and behaviors to support building healthy identities
- Feeling and expressing empathy and compassion for others
- Developing self-awareness and self-management strategies
- Building social-awareness and relationship skills
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies, the Charter School utilizes a variety of interventions and school-specific policies.

Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- School and/or community service
- 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 into their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, eliciting community partnership and voice, improving student attendance and implementing alternatives to suspension.

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

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, 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, supports resources around discipline and behavior interventions
- Family resource referrals for outside agencies and supports

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

- Most common behavior incidents by type
- Suspension rates for students 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 implement a student information system and SEL assessments to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RDSS’s role is to routinely analyze non-academic data such as behavior incidents, suspension data, attendance data and other indicators and bring trends (positive and negative) to the attention of the admin team at the school site and the Executive Director.

Suspension and Expulsion Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at 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/guardians¹⁷ 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.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall

¹⁷ 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.

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](#))

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby

causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 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) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students

in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and

under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 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) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means

a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director, Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-

quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian[1], at the conference. As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.

- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive

Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 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

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board, including the requirement to issue a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code Sections 48918(a)(2) and 48918(d))

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code Section 48918(a)(1))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a)(3))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 schooldays, as defined in Education Code Section 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code Section 48918(a)(3))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code Section 48918(a)(3))

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Aspire's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Executive Director, Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) days prior to the hearing. (Education Code Section 48918.1)

If the student facing expulsion is a homeless student, the Executive Director, Principal or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least ten (10) days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the

entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the 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 or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code Section 48902)

The Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

L. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public session. (Education Code 48918(j))

The Board's decision is the final act within the jurisdiction of Aspire.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)

M. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

N. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

O. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

P. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Q. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

R. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director, Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's, Principal's, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Prior to the date set by the Board for the student's readmission:

1. The student or parent/guardian is responsible for contacting the Executive Director, Principal or designee to request a readmission hearing. Upon receiving such a request, the Executive Director, Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director, Principal or designee shall verify that the provisions of this plan have been met. Charter School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Executive Director, Principal or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Executive Director, Principal or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
4. Readmission and placement shall be at the discretion of the Executive Director, Principal or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code Section 48916)

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code Section 48916)
7. Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director, Principal or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director, Principal or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code Section 48645.5)

S. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

A. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director, Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

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

Eligible certificated employees at ACA shall participate in 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 one or more employees, or the Charter School 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 shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 12: Pupil Attendance Alternatives

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

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

No student may be required to attend the Charter School.

Element 13: Employee Rights of Return

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

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

No individual may be required to work for the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures 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 shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of

limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all

supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Aspire College Triumph Academy, c/o Principal:

Aspire College Triumph Academy

8030 Atherton Street

Oakland, CA 94605

To Director, Office of Charter Schools:

1011 Union Street #947

Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The

parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

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

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

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final “closeout audit” within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports

5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

- a. Name and contact of person(s) handling the liquidation;
- b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
- c. An identification number that corresponds to a tag on that item;
- d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation

under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

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 OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and

ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum 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.

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

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 Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

Compliance with terms and conditions prescribed in the Charter,

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:

- Preliminary budget
- Local control and accountability plan and update
- First interim financial report
- Second interim financial report
- Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- 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 also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Included in the Renewal Financial Packet submitted with this 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(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).

ACA currently operates within the geographic boundaries of the District. The Charter School is located at 8030 Atherton St. Oakland, CA 94605. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

Governing Law: Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

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

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

The corporate bylaws of Aspire shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 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

- I. Board Resolution Approving Submission of Charter Renewal Petition
- II. SELPA Agreement
- III. Sample School Calendar
- IV. Sample Bell Schedule
- V. Aspire's EL Master Plan
- VI. LCAP
- VII. APS Articles of Incorporation
- VIII. APS Bylaws
- IX. APS Conflict of Interest
- X. APS Proof of Tax Exempt Status
- XI. Uniform Complaint Procedure
- XII. Discrimination and Harassment Policy
- XIII. Aspire Student Learning Framework
- XIV. APS Student Family Handbook
- XV. Evidence of Insurance
- XVI. Fiscal Control Policy