



Aspire East Palo Alto Charter School

RENEWAL CHARTER for the term July 1, 2019 through June 30, 2024

Original Charter Approved by Ravenswood City School District
September 1997

Charter Renewal Approved
November 14, 2013

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Aspire East Palo Alto Charter School Charter: Assurances

Aspire East Palo Alto Charter School (“the Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter “Ed Code” or “EC” or “Education Code” § 47605(d)(1).)]
2. Not charge tuition. (Ed. Code § 47605(d)(1).)
3. Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
4. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
5. Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
6. Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
4. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
5. Not require any child to attend the Charter School nor any employee to work at the charter school.
6. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
7. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
8. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
9. At all times maintain all necessary and appropriate insurance coverage.
10. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
11. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
12. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
13. Comply with all applicable portions of the Elementary and Secondary Education Act.
14. Comply with the Political Reform Act.
15. Comply with the Family Educational Rights and Privacy Act.
16. Comply with the Ralph M. Brown Act as applicable.

17. Meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
18. Adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

Kimi Kean
Bay Area Superintendent
Aspire Public Schools

DATE

INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire East Palo Alto Charter School (“The Charter School”).

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire’s mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The Charter School has been chartered in the Ravenswood City School District (“District”) since 1997.

- 1997 - Aspire East Palo Alto Charter School founded as a K-8 school (“EPACS”) by parent and community advocates with start-up funds from the School Futures Research Foundation, a non-profit education foundation started by John Walton of WalMart
- 2003 - EPACS merged with Aspire Public Schools
- 2008 - Grades 9-12 High School charter granted by Sequoia Union High School District for Aspire East Palo Alto Phoenix Academy ("EPAPA")
- 2014 - Ravenswood City School District granted a TK-12 charter to combine the programs of EPACS and EPAPA
- 2018 - Charter renewal petition submitted for reauthorization of TK-8 charter

Aspire East Palo Alto Charter School is proud to serve students from the East Palo Alto Community and provide a small, safe environment with the goal of preparing all students for success in college and career. The Charter School is proud that 87% of its graduates are currently enrolled or have graduated from post-secondary programs (community colleges, colleges and universities, or trade schools) and living the Aspire College for Certain mission.

Since 2014, Aspire East Palo Alto Charter School has made significant strides in increasing the quality of the academic program, school culture and student experience most notably through developing and enhancing our Common Core aligned instructional program. This has been made possible through a focus on adopting stronger, standards-aligned instructional materials and an intensive focus on a professional development cycle that includes a focus on intellectual preparation (internalization of content and standards, practice of key teaching points, analyzing student work) and frequent observation and feedback for teachers by Aspire East Palo Alto Charter School’s dedicated team of administrators and Aspire regional team content specialists. As a result of these efforts, Aspire East Palo Alto Charter School is seeing significant positive impact in student learning data.

In the 2016-17 school year, Aspire East Palo Alto Charter School's ELA SBAC data rose 4 percentage points in grades 3-5 and 7 percentage points in grades 6-11. MATH SBAC data rose 8 percentage points in grades 3-5 and 12 percentage points in grades 6-11. Aspire East Palo Alto Charter School is particularly proud of its 8th grade results that saw an increase of 33 percentage points in ELA and 37 percentage points in Math. Also notable is the 59% proficiency rate for 4th graders in Math, and the 54% proficiency rate in ELA for 5th graders, both of which exceed state averages.

More recently, the team at Aspire East Palo Alto Charter School has used student and family voice to inform changes to its academic and culture program. The Charter School has engaged in a six-month design process to evolve its program into a Multi-tiered System of Support (MTSS) which is characterized as a highly integrated, coordinated and data-driven system of academic and behavioral supports. This has meant that Aspire East Palo Alto Charter School has focused on deepening its tier-one instructional program while also restructuring its master schedule to include more opportunities for tier-two supports like pre-teach and reteach through intervention blocks.

With respect to student culture, socio-emotional learning has been a priority and is embedded throughout all aspects of school life: from staff culture building, to family engagement, to classroom restorative practices. Further, authentic student engagement has been elicited and developed through opportunities for student leadership, such as student council, student-led clubs, sports leagues, and affinity groupings. These opportunities provide invaluable experience for its scholars on their road to college and career. Aspire East Palo Alto Charter School offers a robust set of electives and enrichment opportunities to engage, inspire and develop its scholars as well-rounded leaders when they leave.

At Aspire East Palo Alto Charter School, a shift toward restorative practices has resulted in significantly reducing suspensions. Over the last 5 years, there has been a 5 percentage points reduction in suspensions. The K-12 suspension rate in 2012-13 was 12%. By 2016-17 the TK-12 suspension rate had dropped to 7%. Similarly, we expect to end the 2017-18 year with a 7% suspension rate. The team at Aspire East Palo Alto Charter School prides itself on their commitment to continuous learning and evolving its program using student voice and to achieve the system of tiered supports that all of its scholars are on their path to college and career.

Instructionally, Aspire East Palo Alto Charter School has been thoughtful in its response to California's adoption of the common core state standards (CCSS) by using the standards to inform instructional decisions. Through structural supports created by Aspire Public Schools, the administrative team provides thorough and consistent professional observation and coaching for teachers and teammates. In using professional tools and consistent feedback, teammates have been developed to undergo intensive training on continuums and rubrics. This has resulted in consistent and substantial incremental student performance gains. At the Aspire Bay Area network, EPACS is among our top two performing schools in the elementary grades in both ELA and Math. In the middle school grades, EPACS has been a consistent top growing school in the region with reading levels among the highest of our middle school grades.

The Charter School's present charter term is set to expire on June 30, 2019. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

The Charter School operates at two sites, one at 1286 Runnymede Street in East Palo Alto, California, and the second at 1039 Garden Street, in East Palo Alto, California. The Charter School plans to operate a TK-8 program across the two sites.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Ravenswood City School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2019 to June 30, 2024.

The Charter Schools Act of 1992 states that:

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

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

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

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

PETITION ELEMENTS

Element 1 – The Educational Program

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

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

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

THE CHARTER SCHOOL’S MISSION

The Charter School’s mission is to equip students with the academic skills, behaviors, habits, and character necessary to successfully complete college so that they have the opportunity to earn a family-sustaining income and make a positive impact on their community.

The Charter School seeks to achieve this mission by developing mindsets that help students engage thoughtfully with content, one another, and the world around them as independent learners. The Charter School offers students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The Charter School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

POPULATION TO BE SERVED BY THE CHARTER SCHOOL

Across both campuses, we currently serve approximately 730 students in grades TK-12. Aspire East Palo Alto Charter School (EPACS) serves approximately 440 students in TK-5. Aspire East Palo Alto Phoenix Academy (EPAPA) currently serves approximately 290 students in grades 6-12. A summary of The Charter School’s data, which includes historical enrollment data, can be found in Appendix I.

According to demographic data compiled by the California Department of Education (“CDE”), the Ravenswood City School District enrolled 3,853 students in 2016-17. Of these students, African Americans constitute 6.6% of the students, American Indians 0.1%, Asians 0.4%, Filipinos 0.2%, Hispanics 83.3%, Pacific Islanders 7.6% and Whites 0.6%. During the 2016-17 school year, students who spoke English as a second language made up 59.7% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.

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

- Students who live in low-income neighborhoods, who have been historically underserved; and
- Students whose racial and ethnic diversity represents their respective communities.

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

THE EDUCATED PERSON IN THE 21ST CENTURY

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

HOW LEARNING BEST OCCURS

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

In order to prepare students to succeed in college, Aspire’s educational program has drawn on the Center for Educational Policy Research’s study Standards for Success. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. It believes college students need “critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust

based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks.” Aspire has interwoven these habits into its core curriculum, which The Charter School follows. With the adoption of the CCSS, The Charter School program will be more tightly aligned to our college readiness goal.

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

THE CHARTER SCHOOL’S PROGRAM DESIGN ELEMENTS

Community

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

- **Small Schools:** Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for elementary campuses (TK-5) is between 320 and 440 students. Target enrollment for our secondary campuses (6-12) is between 200 and 500 students.
- **Small Class Sizes:** In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 24:1 student-teacher ratio in kindergarten through third grade and up to a 30:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each week in advisory courses with a student-teacher ratio of approximately 25:1.
- **Looped Grouping:** If possible and appropriate, the Charter School aspires to allow teachers to teach the same group of students for two consecutive years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher can save instructional time during the second year of instruction as she/he knows the individual student’s strengths and weaknesses on the first day of school. One example of looping might be that students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.
- **Advisory Groups:** Beginning in the 6th grade, each student is assigned to an advisory group of anywhere from 12-25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The Charter School and the students’ other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students.

- **Family Engagement:** Family involvement has been developed and cultivated since the inception of the school, being that it is a family-founded charter school. Families are invited to participate actively and consistently through volunteer support inside the classroom, on campus, and to support events that serve the community at large. On average, families contribute 40 hours of service through involvement in our school community. In addition, families partake in school academic and cultural events, such as Science Night, Dia de los Muertos, student led conferences, and listening conferences. Recently over 150 middle school families participated in family conference rotations with teachers to partner on students progress.

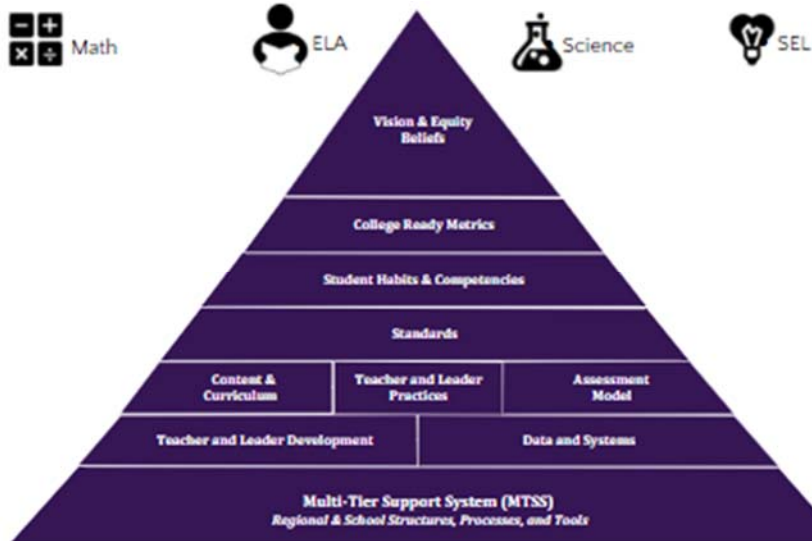
Learning Time

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

- **Longer School Day:** Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5-hour school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.
- **Longer School Year:** Aspire schools provide approximately 181 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- **Modified Traditional Calendar:** The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

Teaching Methods

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



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

- *Multiple Lesson Types/Approaches 6-8 Math*: The 6-8 math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.
- *Close Reading with Text-Dependent Questions*: Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students’ full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.
- *Student-to-Student Discourse*: Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.
- *Building Academic Vocabulary*: Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving*: this method provides students with a step-by-step process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

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

Curriculum

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

- **English Language Arts:** At Aspire East Palo Alto Charter School, teachers utilize Teachers College Readers and Writers Workshop throughout English Language Arts classrooms. The curricular resources ensure alignment to the rigor of the Common Core State Standards and provide rich opportunities for students to engage in tasks at the rigor of grade level standards. Study Sync ELA curricular resources provide ample supports for scholars to read complex texts at grade level rigor expectations, respond to text-

dependent questions, debate in response to unit essential questions, and compose written end of unit projects that align to CCSS Writing Standards. Students struggling to access the rigorous curricula are supported with additional ELA Intervention in their schedule. This additional support ensures student access to the ELA curricula through strategic scaffolding of the grade-level complex texts and reading instruction.

- To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy support. During this time, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention (LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.
- Social Science: Aspire’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the CCSS.

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

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

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. Students are also engaging in conceptual learning to deepen their understanding of math. By providing extensive math time in elementary classrooms and a double block of math in secondary school, our state adopted math materials, Eureka Math, can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

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

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

- **Science:** Through the implementation of the Next Generation Science Standards (NGSS) students TK-12 demonstrate understanding of 3 dimensional learning in their investigations, analysis, and argumentation as they explain relevant scientific phenomena. Students use the science and engineering practices and cross-cutting concepts to fully develop their understanding of disciplinary core ideas. All students apply conceptual understanding of physical science, life science, and Earth and Space sciences to understand their world around them. Aspire uses the Amplify curriculum to strategically support all students in grades 6-8 aligned to the California Preferred Integrated Model instructional sequence. In grades 9-12, Aspire uses a variety of curricular materials to support courses that dive deeper into the individual disciplines of biology, chemistry, physics, and engineering including Living By Chemistry, BSCS Biology: A Human Approach, Mosa Mack Science, and Holt Physics. All teachers use the 5E instructional model for inquiry-based science to ensure that students are learning the content of science through the authentic practice of science. Curriculum is also supplemented with local scientific resources including Newsela, Science, KQED Science, Discover Science, other science education journals, field trips, guest speakers, and presentations.
- **Spanish/Second Language:** Students work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Although Aspire primarily offers Spanish as a foreign language, our schools encourage 9th through 12th grade students to take advantage of courses online or at local colleges to receive instruction in other languages.

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

- **Social and Emotional Learning:** Aspire is committed to supporting our students’ social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator: managing emotions and behaviors, feeling and expressing empathy and compassion for others, making responsible decisions, setting and achieving positive goals. SEL competencies are taught through targeted SEL lessons and the advisory block that features the use of circles for relationship and group identity building as well as for restoration of issues. RULER curriculum is being piloted this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief. Further, our use of restorative practices bolsters and supports socio-emotional learning by developing our scholars to be confident problem solvers, who are socially and self-aware, as well as feel a sense of belonging and care in a strong classroom and school community.
- **Visual and Performing Arts:** Appreciation and participation in the arts are essential to each student’s development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- **Health:** Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from our annual student survey and needs mapper will inform additional needed interventions.

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, ELPAC and Physical Fitness Test)¹;

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

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Fountas and Pinnell Reading Benchmark, STAR Renaissance Reading Assessment, SAT and/or ACT);
- The Early Assessment Program (EAP), ACT and SAT scores are all used to assess college readiness;
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing Performance Tasks);
- Day-to-day assessments related to specific content or skills (running records and end of unit performance tasks for English Language Arts; Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through e-mail and publishing through social media. Further, students are developing online research skills to research current events and learn to leverage the vast information provided by the digital global community.

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

Technology is also used as a tool to provide students with additional opportunities for individualized learning at Aspire. To best reach students, we believe in classroom structures that enable small group and one-on-one instruction. As we've seen in our other schools, blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them

within their zone of proximal development with the lessons they most need that day. Aspire has identified effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

As a result of this philosophy and approach, in SY16-17, Aspire East Palo Alto Charter School has elected to utilize programs to support math and ELA in all grade levels. The Charter School has strategically deployed the math resource to align with the core curriculum and is using the ELA resource as a part of its intervention program. This allows students to follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills. Teachers at the Charter School also leverage other digital resources on an ad-hoc basis as they see is most relevant for their rigorous, standards-aligned instruction.

As a result of this philosophy and approach, in SY15-16, Aspire East Palo Alto Phoenix Academy piloted a blended learning program for writing feedback through an internal grant. Based on this pilot and simultaneous work to integrate technology in the humanities courses, the Charter School will continue to provide digital resources to students to enhance ELA and math content, as well as to aid with classroom logistics and collaboration. While the exact programs and systems have evolved since that pilot year, those in place now at the Charter School ensure that students are building on skills that will prepare them for success in the 21st century.

SUPPORT FOR ENGLISH LEARNERS

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix VI.

- Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into The Charter School (on enrollment forms). Spanish-speaking students in the country less than twelve months will be given the state's Designated Primary

Language Test (currently the Aprenda and CCSS-based Tests in Spanish) to determine the student's academic proficiency when tested in his/her home language of Spanish.

- **CELDT/ELPAC Testing**

Beginning in 2018-2019 school year, all students who indicate that their home language is other than English will take the English Language Proficiency Assessments for California (ELPAC) in accordance with state Education code. More specifically they will take the annual summative assessment to measure a students' progress in learning English and to identify the student's level of English Language proficiency (ELP).

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from 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.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Assessment of students' independent reading level as compared to grade level Lexile expectations using the STAR Reading assessment in conjunction with the Fountas and Pinnell Reading Benchmark.

Strategies for English Learner Instruction and Intervention

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

- Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study
- Strategies for honoring and building upon student’s prior knowledge as a key lever for literacy growth
- Training and development of Guided Language Acquisition Design (GLAD) pedagogical practices
- Daily opportunities for structured oral language practice
- Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies

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

Ongoing Assessment of EL Students

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

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

Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of the Elementary and Secondary Education Act. Professional development and

teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Personalized Learning

The Charter School will create and maintain personalized learning supports for each student. These supports provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Quarterly, teachers provide progress reports to students, who then reflect and set goals alongside their teachers and families. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate personal goals, The Charter School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by The Charter School through its system of instruction and support, including in- school, after-school, specialized classroom instruction, or positive behavior supports.

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

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

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

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

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

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

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

The instructional curricula also encourages and promote depth, challenge, and personalized learning that allows students to soar beyond any given lesson. Through the introduction and development of student facing rubrics and learning progressions, students are taught to self-monitor, goal-set, and diligently seek personalized and authentic learning experiences.

Because Aspire’s instructional methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at

The Charter School.² For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

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

SUPPORT FOR STUDENTS WITH DISABILITIES

Overview

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

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

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

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

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

The Charter School shall be solely responsible for its compliance with Section 504, IDEIA, 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

² Gifted Education Program Standards, National Association for Gifted Children.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of The Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by The Charter School.

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

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

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

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

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

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

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

Services for Students under the IDEIA

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

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

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

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

Post-Secondary Transition planning assessments and activities will be aligned with The Charter School's College Counseling activities to ensure successful transition to college, other continued

learning, as well as to develop the life and job skills that will lead to meaningful work and independence.

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

- California Assessment of Student Performance and Progress
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

Child Find

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

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

LEA Member in EDCOE Charter SELPA

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

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

necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

LEA Assurances

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

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

- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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

A TYPICAL DAY

Aspire East Palo Alto Charter School - Elementary School Grades

Morning community building: Starting at 7:30 AM, scholars and families join us in the courtyard for morning announcements, cheers, and celebrations. Teachers and campus leaders greet you as you enter and breakfast is available for all students. Every day at 8:00 AM, classes perform their class cheer to show off their pride for their classroom college. Monthly on Fridays, a Townhall celebrating our community successes—by showing kindness, working particularly hard in class, taking an academic risk, using their TOOLBOX tools, or accomplishing any other feats around the campus. The entire school cheers each scholar on.

After our school wide cheers, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes doing strategic review work and then transition to a class morning meeting. Every morning, each student has an opportunity to share something about themselves and the class does

an activity together that increases the feeling of belonging. This is also a time for scholars to set personal goals for their learning and for their use of their TOOLBOX tools.

Reader’s and Writer’s Workshop: One of the most important times of the day as an Aspire East Palo Alto Charter School scholar is Reader’s Workshop. During this time, the teacher teaches a brief lesson to scholars modeling and engaging them in a standards aligned teaching point. Scholars are then charged with trying out the teaching point while reading their own “just right” books. While scholars read, the teacher meets with individual students and small groups. This hour of the day is tailored to each and every student and focuses heavily on building a reading life. Scholars come to love reading at this time because they have choice, get to read accessible text, and get the support of their teacher.

Scholars experience this exact same lesson format in writing. Writing time is particularly special because students get to use their imagination or nonfiction topics they researched to create their writing pieces. Because scholars get choice in their writing and coaching from their teacher, this is a time when students can feel empowered and let their creativity shine through.

Art, PE, Spanish: Everyday, scholars participate in Art, PE, or Spanish. After a short lesson in art or Spanish class to learn key vocabulary, mediums, and strategies—often through artist and cultural study,—scholars spend most of the time creating or practicing language skills. Scholars can be known to engage in a range of mediums from clay to pastel to paint. They practice language in a variety of scenarios, and apply their skills to cultural inquiries and exploration. In PE, scholars start by warming up with stretches and “super laps” around the perimeter of campus, engage in a brief skill or sport strategy lesson, and then getting out on the playground or court for some real time coaching. In addition to learning skills for sports like ultimate Frisbee and basketball, PE has a large focus on sportsmanship and how to play games for fun.

Recess: Recess at Aspire East Palo Alto Charter School is a time of choice and fun. All scholars are encouraged by campus monitors and teachers to get a lot of exercise. Recess begins with a super lap, usually accompanied by the teacher as a model for healthy living. Students then play games like basketball, soccer, and jump rope. For competitive games like basketball, scholars are engaged in the creation of “Aspire East Palo Alto Charter School rules,” which helps scholars meet the expectations of each game and allows all scholars to participate positively. Lunch time tournaments are organized for students to engaged in healthy competition among peers at school.

Math: Scholars start math with highly engaging and fun counting and fact fluency. Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on a challenging word problem that helps them put the objective of the day into real-life context. Then scholars engage in a Eureka math lesson focused on building conceptual understanding of units.

Workstations or centers: Finally, scholars wrap up the day with collaborative centers. During this time, younger scholars work together on reading fluency or foundational skills and older scholars work on writing, reading, or projects. The teacher maximizes this time by pulling guided groups for reading or math.

Closing Circle and Departure: Classes end the day back in a community circle. This routine is a very important one because it give scholars the opportunity to reflect on the day and celebrate each other. It is common to see scholars cheering each other on, giving appreciations to one another, and sharing something special about their day before they exit the building to meet their families or their after school program teacher. Every scholar gets an individual “goodbye” before they leave and teachers, principal, and assistant principals get the special opportunity to end the day greeting families and celebrating scholars’ daily achievements as cars drive by.

After School or Expanded Learning Program (ELP): At 3:30pm, about one third of Aspire East Palo Alto Charter School scholars end their day with a snack on the benches while socializing with friends and their ELP teachers. Monday through Thursday, scholars spend 3:30-6:00 pm in ELP engaging in read alouds, centers, and homework help. On Fridays, in addition to the normal routine, scholars get to participate in enrichment activities and projects. For example, they may participate in yoga club hosted in 6 week cycles or they may participate in a weather unit and do science experiments each Friday.

Aspire East Palo Alto Phoenix Academy - Middle School Grades

At 7:30 you arrive at school and reconnect prepare for the school day. You have an opportunity to check in with a teacher or staff member to ask a question related to your academic, social, or college and career ready life. You spend time with your friends, teachers or eating breakfast that is provided. At 7:55am the bell rings letting you know that it’s time to make your way to your morning Advisory period. At 8:00am you are in your Advisory getting ready for the day. You engage in a community circle with your advisory peers and respond to your opening Advisory prompt. Depending on the day the of the week, you either review your progress report and create a plan to address your needs and meet your goals, or review your behavior report for the week, reflect on changes you would like to make and set a goal for the current week. You get into a circle and continue to bond with the other students in your Advisory. At 8:20am, the bell rings and you walk to second period which begins at 8:25am.

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

If you are a student for whom, even though you love reading, your reading level is not quite where it needs to be you attend a small group for extra support during the EPAPA Reads period. You check your reading level every quarter and set goals with your Advisor and English teacher to improve your reading level. The other students in your small group of up to 6 students have

similar strengths and challenges in reading. Your teacher provides you with individualized attention and in-time coaching as you read a selected text from Leveled Literacy Intervention. You appreciate the smaller class size and your Reading Intervention teacher takes time to break down the text you are reading with your group. You find that the targeted reading strategy focus is making you feel more confident in your English class because your teacher has more time to answer your questions and because she provides you with strategies to access the really challenging parts of texts you will encounter. You are feeling motivated, encouraged, and focused as you prepare to head to your third period of the day.

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

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

Next, you arrive at Math class, shake your teacher's hand and begin your Do Now. You are working with a curriculum called Eureka Math and you have your student workbook out on your desk ready to begin. After reviewing the Do Now, your teacher asks you to work with your partner to begin an exploratory problem based on skills you learned yesterday. After you work with your partner, your teacher engages the class in a discussion about the problem. Next, your teacher models a new skill for you and takes time to walk around the room and check each student's understanding. Your teacher then selects two students' workbooks and puts them up on the document camera. Your teachers let you know that one answer is correct and one answer is incorrect. You are asked to decide which answer is correct and to provide evidence to back up your opinion. After the class discusses both answers, your teacher stamps the key understanding and asks students to begin independent practice to reinforce the new skill. With five minutes remaining in class, you complete an exit slip so your teacher can get a sense of which students have mastered the new skill and which students are still struggling. As the bell rings, some students remain for an additional period of Math support (similar to the additional English class you take), but because your Math skills are strong, you head to your elective class.

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

After your elective class you end your day with Music. Your teacher is a patient musician and you are excited to continue learning the guitar, drums, or keyboard piece you have been practicing. You are given the opportunity to play for the school during an upcoming Townhall. At 3:30pm the dismissal bell rings and the school day is over. Today your Social Studies teacher has Office Hours, so you decide to stop by her classroom to get extra help on a homework assignment that you didn't understand. At 4pm, Ignite, the girls empowerment group you've been a part of all school year meets to debrief the field trip you were invited to attend last week. You are tired from a long day, but are excited to join your team to look back at how things went and plan for future events. As you walk to the gym, you pass by over 100 students who are part of the after school program. They stay every day until 6:00pm for academic support as well as a variety of enrichment activities.

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

Element 2 - Measurable Pupil Outcomes

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

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

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

- *Basic Skills*: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);
- *Thinking Skills*: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills*: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.³

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

³ Based on important workplace skills as determined by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

Please see Appendix XXII for the outcomes and methods of measurement aligned to the state priorities.

Element 3 - Methods By Which Pupil Progress Toward Outcomes Will Be Measured

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

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

COLLECTING, ANALYZING, AND REPORTING DATA

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;
- The Principal and other administrators will receive data on The Charter School's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP; and
- The District will receive data on student achievement through School reports and/or presentations.

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform The Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

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

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

Annually, the status of The Charter School will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

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

Reading Assessment

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

Aspire Writing Assessment

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

Aspire Math Assessment

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

External Reporting

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

Element 4 - Governance

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

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix XI but not incorporated herein by reference.

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

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

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

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

Step 1: Solicit nominations and compile names

Step 2: Initial meeting with nominating Board member

Step 3: Nominator reports back to the Board

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

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

Step 6: Final meeting with CEO or nominator

Step 7: Board votes on prospective member

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member

may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.

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

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

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

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

Aspire’s comprehensive organization chart is below:

- *Chief Executive Officer (CEO)* – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

- *Chief Financial Officer (CFO)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

- *Chief of Staff (COS)* - The Chief of Staff to the Chief Executive Officer leads the development and communications teams for the organization, in addition to providing support for the CEO and management team.

- *Chief Operating Officer (COO)* – The COO is responsible for overseeing Aspire’s Operations, People, Data & Assessment and Technology teams.

- *Chief Academic Officer (CAO - to be hired)* - The CAO will be responsible for the network-wide design and development of its TK-12 instructional program.

- *Chief Schools Officer (CSO - to be hired)* - The CSO will be responsible for the network-wide implementation of its K-12 instructional program.

- *Bay Area Superintendent* – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance 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.

- *Finance Committee*- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

-*Executive and Compensation Committee*- Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:

- Act with full authority of the Board between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

-*Audit Committee* - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Form 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's governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage now directors as active participants
- Plan for board leadership succession.
- Assess how the board, directors and committees
- Identify opportunities for the Board to keep abreast of

-*School Site Council*- 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 Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees.

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.

FAMILY AND COMMUNITY INVOLVEMENT

Aspire Board of Director meetings are held at Aspire Public Schools' Home Office, 1001 22nd Ave, Oakland, CA 94606. Early in each school year, the board of directors sets and approve its annual calendar of meetings. The exact location for each meeting is posted on the Board

agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act, is followed with regard to teleconferencing. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act at The Charter School main entrance. All meetings of the Board are meetings in which the public may attend and participate. However, public participation in the meeting is limited by Board Policy.

Board meetings are typically physically held at the Home Office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606, with the goal of having at least one board meeting per year in another region. Regular Board meetings are typically held 5 times per year. Executive Committee Board meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict of interest policies that have mechanisms in place for Board member abstentions. Board members may abstain from a vote if they do not support or approve the motion. Board members recuse themselves stepping out of the room for any agenda item where there could be an actual or perceived conflict of interest. Staff members will also recuse themselves under such circumstances

The Board has delegated limited approval authority to an Executive Committee, currently consisting of three Board members. Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. 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. Local Control and Accountability Plans for each individual Aspire school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings.

The Executive Committee meets almost monthly and is subject to Brown Act. The Executive Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Additionally, in order to encourage and support stakeholder involvement, each school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
4. Short summaries of issues, ideas, and decisions of school committees.
5. At least two opportunities for parents to give detailed input on the Local Control Accountability Plan

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

The Charter School encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC).

The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally 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 Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is separate from the Board of Directors. The SSC is an integral part of the success of the students and the school as a whole. *(However, there are certain areas that are NOT the scope of the SSC such as Management of the school, Policy-making, Political organizing, Fundraising, Socializing, and Personnel recommendations and decisions.)*

As the leader of the school, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. He/she is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Parent involvement is an essential element in the Aspire Charter School community, and parents are encouraged to participate in school activities, voice their concerns and opinions, volunteer, visit, and communicate regularly with the school in order to form a mutually beneficial partnership for the students' success.

The school welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

The Charter School prides itself in its unique opportunities for parent participation. Parents are asked to consider volunteering 30 hours of service to the school, and there are many ways that parents can do this each year. Some of these are listed below:

- Governance- Parents take roles in the School Site Council or English Learner Advisory Council
- 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 Board meetings) – Families and community members are welcome to the Board meetings. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.
- In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights at The Charter School to obtain input on the education program and LCAP goals.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Attending a parent workshop; topics could include sessions on math, technology, bullying, college prep, etc.
- Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program
- Assisting with student programs, such as our service events, chaperoning field trips, or helping set up classroom libraries
- 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
- Attending special events, such as family barbeques, clean up Saturdays, family math or reading nights, fall or spring festivals, etc.
- Participating in specials committees or clubs reflecting parent interests, such as book club, fundraising, etc.
- School and staff surveys – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School in order to assist in the improvement process.
- Exhibition panels – Families may sit on panels to judge student work.

Communication is the key to a strong partnership, and, in addition to extensive information on the school and organization website, all parents receive regular newsletters, robo-calls, messages through an online two way communication platform called ParentSquare, and annual opportunities to respond to formal school surveys.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students and to working with families to address concerns and complaints. The suggested

process is displayed on a poster in a prominent place in the Charter School office and includes the following:

1. Families are encouraged to first discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff. It is important that concerns are expressed as soon as possible to allow early resolution at the lowest possible administrative level.

- | | |
|--------|--|
| Step 1 | Meeting/discussion with the specific staff member |
| Step 2 | Meeting/discussion with the person's supervisor (if applicable) |
| Step 3 | Meeting/discussion with the Principal |
| Step 4 | Meeting/discussion with the BA Area Superintendent or Associate Superintendent |
| Step 5 | Meeting/discussion with the Aspire Board of Directors |

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form, which can both be found in Appendix XII. To help provide a safe, discrimination-free and harassment-free education to its students, Aspire has established a formal Discrimination/Harassment Policy and Complaint Procedure, attached in Appendix XIII.

Element 5 – Employee Qualifications

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit

qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in The Charter School shall meet the educational goals as outlined in this charter.

CHIEF EXECUTIVE OFFICER

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

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's 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:

- Advanced strategy and planning skills; an ability to think critically and plan ahead for 1-5 years
- Expertise in financial reporting, analysis, and modeling, including fluency with Excel, Access, PowerPoint, and finance and accounting systems
- Strong business analysis and problem solving skills at both a strategic and operational level
- Strong customer service focus and mission support ethic (e.g., investors, funders, students, parents, staff, sponsoring districts, etc.)

- Ability to thrive in a hands-on, fast-paced, growth oriented, entrepreneurial environment
- Strong verbal and written communication, influencing and negotiating skills
- Proven leadership skills with the ability to attract, develop and inspire a team
- Ability to enhance cooperative working relationships with internal and external parties

Required educational level:

- Bachelor's Degree; CPA and/or MBA preferred

Required experience:

- 7+ years experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

CHIEF OPERATING OFFICER

The Chief Operating Officer (COO) will drive the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversee the Operations, Technology and Data Analysis teams. This person will work cross-functionally and collaboratively to share, create buy-in and implement his/her vision and strategy. A strong candidate for this position will have excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

Required knowledge, skills, and abilities:

- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Experience in managing and improving operational areas, such as technology and data and data analysis
- Excellent communication, interpersonal and meeting facilitation skills
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Proven ability to successfully manage, evaluate and coach others
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes.
- Strong analytical skills to research complex problems and recommend strategic and cost-effective solutions
- Proven ability and success at using data to draw insights and make decisions
- Willingness to “get your hands dirty” and understanding that no task is too big or too small
- Ability to work in a fast-paced, dynamic environment
- Commitment to Aspire’s mission

Required educational level:

- Bachelor's degree required
- Master's degree or equivalent experience highly preferred

Required experience:

- A minimum of 7 years in operational leadership positions
- Experience working in collaborative, dynamic, and high-performing environments
- Experience in K-12 public education, highly preferred

CHIEF OF STAFF

The Chief of Staff to the Chief Executive Officer leads the development and communications teams for the organization, in addition to providing support for the CEO and management team. This individual works with the management team to shape the strategy and nature of the activities for the development and communications teams, then ensuring execution of that work. Management team is supported by this individual through management of their team meetings. The Chief of Staff works to ensure that the CEO's time is being spent on the highest priority organizational issues, and leverages the CEO's effectiveness by leveraging his/her time. This is an opportunity for someone who is passionate about academic achievement for all children and has both strategic and operational experience in growing organizations and/or education.

Required knowledge, skills, and abilities:

Excellent interpersonal skills and ability to work effectively with teammates at all levels.

Exceptional communication skills with demonstrated ability to speak publicly and write persuasively.

Excellent organization, time management and follow-up skills; ability to successfully handle multiple projects concurrently and work independently.

Structured thinking, strong analytical skills and drive to make data-driven decisions and follow through with implementation of those decisions.

Proven ability to manage multiple relationships, weighing varying interests in making decisions and troubleshooting to move initiatives forward.

Positive, can-do attitude, customer service oriented, professional.

Comfort with fast-paced work environment within a growing nonprofit.

Must be willing to travel throughout California on short notice and be available to work nights and weekends periodically.

Required educational level:

- Masters of Business Administration or equivalent experience.

Required experience:

- 5+ years of strategic, consultative problem solving either in a consulting firm or within an organization.
- Demonstrated history of successful project delivery experience.
- Proficiency with data analysis tools such as Excel, Tableau, etc.
- Experience managing multiple points of view, coordinating across many groups of people.

- Experience or strong interest in public K-12 schools and educational reform.

CHIEF ACADEMIC OFFICER

The Chief Academic Officer (CAO) will be responsible for the network-wide design and development of its TK-12 instructional program, ensuring cohesion and rigor across all subject areas in support of Aspire’s five-year ambition to quadruple the number of college-ready Aspire students by 2022.

Utilizing a collaborative, entrepreneurial style, the CAO will own the development of a focused program to deliver strong student achievement results while narrowing the disparities between the highest and lowest performing students and realizing the Aspire mission for all students and families. The CAO will cultivate a culture of high expectations in which every student has equitable access to high quality and culturally relevant instruction.

In the near-term, the CAO will focus on the design and development of Aspire-wide program components in core subjects (Math, English-Language Acquisition, Social-emotional Learning, and Science). The CAO will oversee central content teams and Aspire-wide programs directly related to the instructional program including Special Education, Postsecondary Access and Success, Blended Learning, and Expanded Learning (after school program). This role will partner closely with the Chief Schools Officer (CSO) to support a successful implementation of the newly developed Aspire-wide instructional program.

Required knowledge, skills, and abilities:

- Proven track record of leading efforts to deliver strong student academic outcomes.
- Demonstrated success leading school improvement initiatives that improve student achievement in a meaningful way for all racial, ethnic, and economic groups.
- Ability to thrive in a fast-paced, growing entrepreneurial organization.
- Experience in supervising compliance with federal, state and local laws, regulations and policies.
- Excellent communication, interpersonal and organizational skills.
- Adaptability and humility. Thrives in a changing environment and demonstrates a lifelong commitment to learning and flexibility.
- Master’s degree in Education
- A minimum of five years of experience successfully driving student achievement as a principal or school leader, with experience working in urban communities strongly preferred.

Required experience:

- **Instructional Leadership:** Understanding of current best practices and research in instructional leadership, particularly for Latino and African American students. Knowledge of the philosophies, principles, and practices of public school administration; state and federal curriculum standards/guidelines; current literature, trends, and developments in the fields of curriculum, instruction, assessment, and professional development.
- **Strategic Leadership/Staff Management:** Experienced professional with demonstrated ability leading and inspiring a team to achieve exceptional outcomes. Creates a climate that finds joy in defying the status quo and fiercely modeling excellence for the team;

nurtures commitment to a common vision of Aspire students achieving their potential and shared values of creating a more equitable society; gives people opportunity and latitude to develop, grow and succeed; inspires others to take on new challenges. Champions new ideas and initiatives and decisively confronts and resolves issues.

- Relationships & Collaboration: Able to build and sustain excellent relationships both inside and outside the organization; relates well to different levels (supervisors, peers, direct reports,); encourages input and ideas from others; fosters collaboration across the organization; removes barriers to collaboration and teamwork; manages differences with diplomacy.
- Passion for the Mission: The CAO will demonstrate, through their career and their personal stories, a deep commitment to improving lives through education with a particular focus on eliminating disparities in communities of color.

CHIEF SCHOOLS OFFICER

The Chief Schools Officer (CSO) will be responsible for the network-wide implementation of its K-12 instructional program, ensuring cohesion and rigor across all subject areas in support of Aspire’s five-year ambition to quadruple the number of college-ready Aspire students by 2022.

As an exceptional team leader, the CSO will work closely with the Chief Academic Officer to execute on the newly developed Aspire-wide instructional program focused on delivering strong student achievement results while narrowing the disparities between the highest and lowest performing students and realizing the Aspire mission for all students and families. The CSO will cultivate a culture of high expectations across the instructional staff to ensure that every Aspire student has equitable access to high quality and culturally relevant instruction.

Required knowledge, skills, and abilities:

- Instructional Leadership: Understanding of current best practices and research in instructional leadership. Knowledge of the philosophies, principles, and practices of public school administration; state and federal curriculum standards/guidelines; current literature, trends, and developments in the fields of curriculum, instruction, assessment, and professional development.
- Strategic Leadership/Staff Management: Experienced professional with demonstrated ability leading and inspiring a team to achieve exceptional outcomes. Creates a climate that finds joy in defying the status quo and fiercely modeling excellence for the team; nurtures commitment to a common vision of Aspire students achieving their potential and shared values of creating a more equitable society; gives people opportunity and latitude to grow and succeed; inspires others to take on new challenges. Champions new ideas and initiatives and decisively confronts and resolves issues.
- Relationships & Collaboration: Able to build and sustain excellent relationships both inside and outside the organization; relates well to different levels (supervisors, peers, direct reports,); encourages input and ideas from others; fosters collaboration across the organization; removes barriers to collaboration and teamwork; manages differences with diplomacy.
- Passion for the Mission: The CAO will demonstrate, through their career and their personal stories, a deep commitment to improving lives through education with a particular focus on eliminating disparities in under resourced communities.

Required Experience:

- Demonstrated success leading school improvement initiatives that increase student achievement in a meaningful way for all racial, ethnic, and economic groups.
- Proven capacity for leadership, including the ability to effectively assemble and motivate a team of experienced professionals to achieve ambitious and measurable results.
- Experience coaching, managing and conducting professional development for principals and other educators
- Deep knowledge of curriculum, results-oriented instructional practices, school operations and leadership development
- Ability to thrive in a fast-paced, growing entrepreneurial organization.
- A track record of being able to strategize at a high level while also executing that strategy on the ground.
- Experience in supervising compliance with federal, state and local laws, regulations and policies.
- Excellent communication, interpersonal and organizational skills.
- Adaptability and humility. Thrives in a changing environment and demonstrates a lifelong commitment to learning and flexibility.
- Master's degree in Education
- A minimum of five years experience successfully driving student achievement as a principal or school leader, with experience working in urban communities strongly preferred.

GENERAL COUNSEL

The General Counsel will be responsible for leading the legal efforts involved with serving Aspires students in a K-12 public charter school education setting, with special consideration to the areas of special education and employment law. The General Counsel will also coordinate Aspire's use of outside counsel. The position will report to the Chief Executive Officer and will also work closely with other leaders in the organization including Chiefs, Superintendents, Principals and Directors to support the organization in our legal needs.

Required knowledge, skills, and abilities:

- Ability to exercise considerable judgment and discretion in establishing and maintaining good working relationships in way that is consistent with Aspire's culture and values.
- Strong legal reasoning, analytical and problem-solving skills
- Capacity to analyze and articulate legal concepts and other complex issues to a variety of audiences.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- Capacity to collaborate and work with teams
- Strong communication skills – oral and written
- Project management experience; detail-oriented and highly organized
- Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
- Supports fair treatment and equal opportunity for all and enforces that policy within his/her sphere of influence.
- Occasional weekend or evening work and some travel to our schools in all geographies is required.

- Knowledge of laws and regulations relating to employee relations.

Required educational level:

- J. D. (Juris Doctor) required with 5-7 years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA

Required experience:

- Litigation experience preferred
- Federal clerkship a plus.
- Evidence of ability to work well with colleagues, outside counsel, network and school leaders, and opposing counsel.
- The ideal candidate will have a demonstrated passion for education reform and be eager to learn about the inner workings of running and managing high-performing charter schools.
- Experience in education law highly desired

BAY AREA SUPERINTENDENT

Overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, compliance, and human resource management. Support Regional Leadership Team and principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional and organizational leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated budget management responsibility
- 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
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds.

- 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
- Technology skills (Microsoft Office and ability to use the internet)
- Excellent human relations skills
- Entrepreneurial passion

Required educational level:

- Master's Degree or Ph.D. in education

Required experience:

- 5+ years teaching
- 5+years as a school principal
- 3+ years in school administration in a charter management organization or school district

BAY AREA ASSOCIATE SUPERINTENDENT

Associate Area Superintendents are critical drivers of change who inspire and engage school leaders and Home Office teammates to take bold steps necessary to eliminate the correlation between income and outcome for our students. Associate Area Superintendents are responsible for contributing to the capacity of school leaders and the regional team to ensure that all students access rigorous, college ready instruction in a nurturing, trusting, and safe environment. Our Associate Area Superintendents leverage the organizational vision and equity beliefs to achieve strong academic, school culture and family engagement outcomes. Through data driven leadership, coaching, and actionable feedback and supervision, Associate Area Superintendents develop and manage the talent of school leaders and build systems and capacity for impact and equitable outcomes. They are responsible for using the lever of school leadership to drive increased levels of student outcomes and growth through leveraging strategic plans and strengthening systems and practices.

In addition to the direct coaching and management of school leaders, Associate Area Superintendents also take on responsibility for Aspire-wide and regional program design and implementation. Associate Area Superintendents contribute to building strong team and strong program implementation that includes leveraging assets and activating stakeholders toward collectively impacting student outcomes.

The Associate Superintendent participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Area Superintendent's Leadership Team. The Associate Superintendent performs related duties as required or assigned under general direction of the Area Superintendent.

Required knowledge, skills, and abilities:

- Ability to articulate a clear, equity-centered vision for the region aligned to the Aspire mission, vision and values
- Ability to design, develop, direct, monitor and adjust the implementation of plans and programs with the purpose of maximizing impact.

- Ability to establish and maintain successful working relationships across race, gender, class and language difference with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and collaborating effectively in a variety of meetings.
- Deep knowledge of the methodology, procedures, policies, and practices school performance and management aligned with producing transformational instructional, cultural and operational outcomes.
 - Comprehensive knowledge of program development and effective instructional practices including culturally responsive teaching, social emotional learning and behavioral wellness to achieve maximum school results in attendance, behavior, safety, etc.
- 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 school management activities.

Required educational level:

- Possession of a master’s degree/administrative credential in school administration preferred
- Leadership experience in teaching and/or school administration

Required experience:

- A master’s degree from an accredited college or university.
- At least ten years of experience in the field of education, part of which must have been as a charter classroom teacher and part in an administrative or supervisory position.
- Successful, impactful school leadership experience serving communities traditionally underserved in public education.
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds.
- Experience and/or commitment to the Aspire Equity Belief Statements and leading action aligned with these beliefs.

REGIONAL MANAGER OF STUDENT SERVICES

Student Services Managers work to integrate the full spectrum of non-academic student supports within a school and their region. This can include coaching and supporting schools directly in matters pertaining to non-academic, student service needs, such as SARB and discipline policies, navigating and tracking discipline patterns and facilitating expulsion hearings. They also handle the due process and administrative hearing proceedings for regions within Aspire. Finally, Student Service Managers provide professional development to Deans of Students, APs of Culture, Social-emotional counselors and other school site admin staff directly engaging in student services actions.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning

- Experience working in K-12 public schools
- 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 his/her duties
- Deals with obstacles and constraints positively

Required educational level:

- Masters in Education, Counseling, Social Work or related discipline

Required experience:

- Additionally, licensure as an LCSW, LMFT, and/or LPCC is highly desirable, but not required
- Spanish bilingual is highly desirable

PRINCIPAL QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Required educational level:

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

Required experience:

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

BUSINESS MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Required educational level:

- B.A. degree or equivalent work experience

Required experience:

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

TEACHER QUALIFICATIONS

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

- 41 Committed to students and learning
- 51 Knowledgeable about their subject matter
- 61 Skilled in management of learning
- 71 Reflective in their practice
- 81 Community-oriented

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

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

TEACHER HIRING

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

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

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

PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional trainings to become fluent in the Aspire education program;

Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

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

Element 6 – Health and Safety Procedures

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

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

BLOOD BORNE PATHOGENS

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

PROCEDURES FOR BACKGROUND CHECKS

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

TUBERCULOSIS TESTING

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

Aspire will adhere to Education Code Section 49450, et seq., regarding vision, hearing, and scoliosis screening as applicable to the grade levels served by The Charter School.

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

ASBESTOS

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

FACILITY SAFETY

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Aspire is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at The Charter School (including employee to employee, employee to student, and student to employee misconduct).

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

EMERGENCY PREPAREDNESS

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

Element 7 – Means to Achieve Racial & Ethnic Balance

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

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

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

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

Element 8 – Admission Requirements

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

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

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

The Aspire application process is comprised of the following:

- Submission of an enrollment application for each child who is interested in attending The Charter School

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

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children residing within the District
- All other students who reside in the state of California

The lottery drawing open to the public and all names will be selected randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist.

At the conclusion of the public random drawing, students who were accepted will be notified by phone, email, and mail within two days and asked to register for the upcoming school year. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming

year. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, school personnel will offer enrollment to students in the order as listed on the waitlist. In no circumstance will a waitlist carry over to the following school year.

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

FOUNDING PARENTS/FOUNDER FAMILY PREFERENCE

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

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

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

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

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

November – January

Recruit students (via referrals, networking, and holding enrollment and option fairs). Accept applications.

January - March

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

March - May

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

Element 9 – Annual Financial Audits

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

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

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

FINANCIAL STATEMENTS

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

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

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

Element 10 – Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled. (Ed. Code § 47605(b)(5)(J).)

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

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

The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Ravenswood City School District, so that a Ravenswood City School District Representative may attend.

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

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

DISCIPLINE FOUNDATION POLICY

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

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

The Charter School's specific vision states: The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness,

lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

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

Positive Behavior Support Systems

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

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

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

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

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

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

| Alternatives to Suspension |
|---|
| <ul style="list-style-type: none">• Parent Conference• Reflection Zone (Minutes, Reflection Prompt, etc.)• Friday Detention• Saturday Service Day• Adult-Student Relationship Building through specifically planned activities (Ex. |

Hiking)

- Behavior Daily's
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles and conferences

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

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

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

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
 - o Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - o Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
 - o Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - o Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - o Professional development opportunities for mental health counselors
 - o Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:

- Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
 - Links to Ravenswood support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with Ravenswood and outside agencies to craft and expand supports for our schools. Ex:
 - The RMSS works to keep abreast of Ravenswood recommendations and requirements around student support and communicate with our schools around that information.
 - The RMSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
 - Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

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

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

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

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

Additionally, each RMSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

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

Suspension Alternatives

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

Grounds for Suspension and Expulsion

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

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

- (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

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

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

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

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

3. **Legal Notifications**-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever

practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. ***Notice of Suspension-*** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

Appeals Process

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

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

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

Expulsion

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

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

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

Authority to Expel

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

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

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

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

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

Expellable Offense

- ***Mandatory Expulsion***

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

Mandatory Expulsion does not require a second finding of fact

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

- Mandatory Recommendation for Expulsion

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

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

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

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

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

Special Procedures for the Discipline of Students with Disabilities

1. Disciplinary Removals of Less than 10 days:

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

2. Disciplinary Removals of 10 Days or More:

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

4. Expulsion of Students with Disabilities:

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

Notification of District of Residence

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

Services Pending a Recommendation for Expulsion

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

Due Process Appeals

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

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

Special Circumstances

Aspire Public School administrators, the CEO or designee (Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

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

a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

Element 11 – Employee Retirement System

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

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

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

Element 12 – Pupil School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Bay Area Superintendent
Aspire Bay Area Regional Office
1001 22nd Ave.
Oakland, CA 94606

To District Superintendent:
Ravenswood City School District
2120 Euclid Avenue
East Palo Alto, CA 94303

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

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

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

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

Element 15 – Charter School 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(b)(5)(O).)

In the event that The Charter School closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education (“CDE”), shall be utilized to ensure a final audit of The Charter School to determine the disposition of all assets and liabilities of The Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

DOCUMENTATION OF CLOSURE ACTION

The decision to close The Charter School for any reason will be documented by an official action of the Aspire Board of Directors. The action will identify the reason for The Charter School’s closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

NOTIFICATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION

Notification will be given to the Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information:

- d1 School name, charter number, and CDS code;
- e1 Date of closure action;
- f1 Effective date of the closure, if different; and
- g1 Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

NOTIFICATION TO PARENTS AND STUDENTS

The Aspire Board of Directors will promptly notify parents and students of The Charter School, the State Board of Education, the County Office of Education in which The Charter Schools are located, The Charter School’s SELPA, the retirement systems in which The Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of The Charter Schools of the closure provides information to assist parents and students in locating suitable

alternative programs. This notice will be provided promptly following the Board's decision to close the charter.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

NOTIFICATION TO RECEIVING DISTRICTS

In the event that any students reside outside the District, The Charter School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER

The Charter School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of The Charter School's students. All records of The Charter School shall be transferred to the District upon School closure. The Charter School and the District will assist parents in the transfer of their students to other appropriate schools. In the event that The Charter School is unable to transfer student records for any reason, The Charter School will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The Charter School will maintain all school records, including financial and attendance records, for a reasonable period after The Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

FINANCIAL CLOSE-OUT

Aspire will have an independent audit completed within six months after the closure of The Charter School. *This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of The Charter School.* The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

In addition to this final audit, The Charter School will also submit any required year-end financial reports to the CDE and the District in the form and time frame required, pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

DISSOLUTION OF ASSETS

On closure of The Charter School, all assets of The Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The Charter School, remain the sole property of Aspire and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Aspire shall remain solely responsible for all liabilities arising from the operation of The Charter School.

As The Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Aspire will utilize The Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

Charter-Related Issues

Term of Charter Petition

A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board...may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

- California Education Code Section 47607(a)(1)

The Charter School's renewed charter shall begin on July 1, 2018 and will expire on June 30, 2023.

District Impact Statement

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The Charter School,

including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

- California Education Code Section 47605(g)

Facilities

The Charter School intends to continue operating at its current locations, one at 1286 Runnymede Street in East Palo Alto, California, and the second at 1039 Garden Street, in East Palo Alto, California.

Administrative Services

Aspire has an experienced administrative staff that handles a variety of “back office” services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.

Potential Civil Liability Effects

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

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

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made by joint powers authority authorized to conduct business in the State of California and limits will set at commercially reasonable levels. A copy of Aspire’s Evidence of Insurance is attached in Appendix XVII. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDICES

- I. Summary of Data
- II. Surrounding Schools Study
- III. Sample School Bell Schedule
- IV. Sample School Calendar
- V. Aspire's Elementary and Secondary Assessment Calendar
- VI. Aspire's EL Master Plan
- VII. Aspire's 504 procedures
- VIII. Proof of LEA SELPA membership
- IX. Board of Directors Biographies
- X. Proof of Tax-Exempt Status
- XI. Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code
- XII. Uniform Complaint Procedures
- XIII. Discrimination and Harassment Policy
- XIV. Principal Biography
- XV. Aspire Student Learning Framework

- XVI. Sample School Site Safety Plan
- XVII. Evidence of Insurance
- XVIII. School Financials
- XIX. Leadership Team Biographies
- XX. Fiscal Control Policies
- XXI. Student Family Handbook
- XXII. LCAP

| Enrollment Count | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|
| K | 64 | 60 | 66 | 72 | 72 |
| 1 | 72 | 60 | 66 | 72 | 71 |
| 2 | 69 | 71 | 60 | 71 | 69 |
| 3 | 48 | 63 | 70 | 60 | 72 |
| 4 | 52 | 52 | 60 | 68 | 72 |
| 5 | 51 | 53 | 52 | 58 | 72 |
| 6 | 52 | 52 | 50 | 55 | 57 |
| 7 | 58 | 60 | 60 | 57 | 60 |
| 8 | 60 | 60 | 60 | 60 | 59 |
| 9 | 52 | 51 | 53 | 45 | 41 |
| 10 | 54 | 50 | 61 | 53 | 38 |
| 11 | 46 | 52 | 50 | 49 | 38 |
| 12 | 45 | 49 | 51 | 53 | 55 |
| Total | 723 | 733 | 759 | 773 | 776 |

| ADA | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------|------------------|------------------|------------------|------------------|------------------|
| EPACS % | 95.8% | 97.0% | 96.9% | 96.9% | 96.9% |
| EPAPA % | 96.1% | 95.2% | 95.3% | 94.9% | 94.4% |

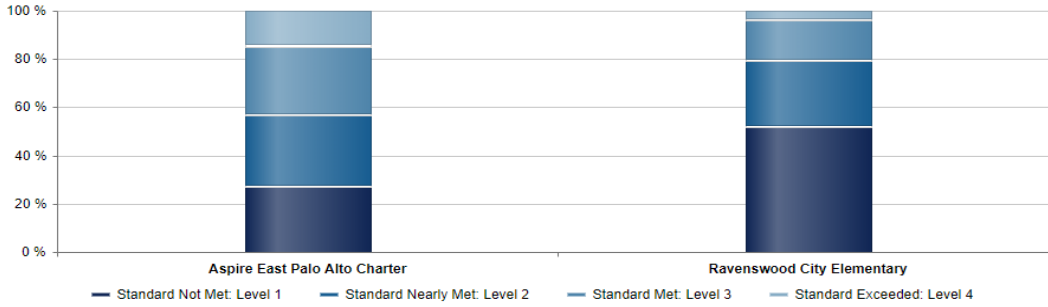
| Demographics (%) | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Asian | 0.4% | 0.5% | 0.5% | 0.4% | 0.6% |
| Black/African American | 7.3% | 6.3% | 6.1% | 4.7% | 3.7% |
| Hispanic or Latino | 89.1% | 90.3% | 89.9% | 91.2% | 91.0% |
| Hawaiian/Pacific Islander | 2.1% | 2.0% | 1.7% | 1.7% | 2.2% |
| Filipino | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% |
| American Indian/Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 1.1% | 1.0% | 0.8% | 0.9% | 0.6% |
| FRL | 80.5% | 86.6% | 90.0% | 85.6% | 86.6% |
| ELL | 41.6% | 40.7% | 51.8% | 44.2% | 43.2% |
| SPED | 6.5% | 8.3% | 7.4% | 9.8% | 10.7% |

| Family Survey - Scale of 1-3, 3 being highest | Spring 2017 |
|---|--------------------|
| I would recommend my school to others | 2.8 |
| My child is learning what he or she needs to know in order to succeed in later grades and after high school | 2.8 |
| I feel comfortable discussing my child's need with their teacher and/or other school staff | 2.9 |
| Teachers at the school are available to parents and willing to listen | 2.9 |
| My child is getting a good education at this school | 2.8 |

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades



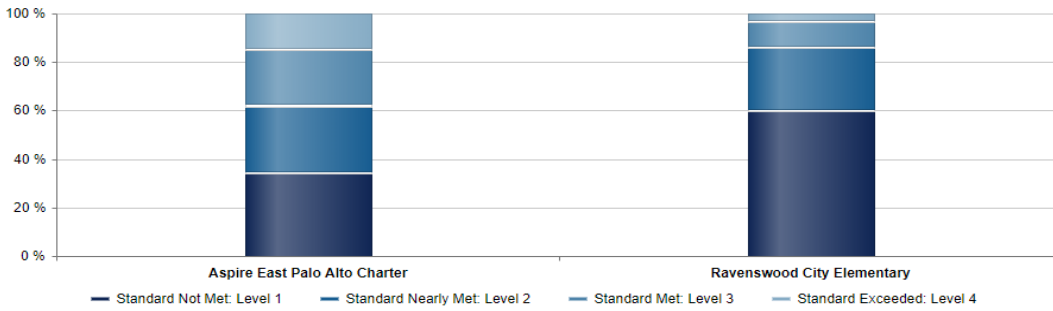
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

| Name | Attendance 16-17 | Economically disadvantaged | | | % Latino 16-17 | % African American 16-17 | | SBAC MATH 16-17 | SBAC ELA 16-17 |
|---|------------------|----------------------------|---------------|--------------|----------------|--------------------------|--------------------------|-----------------|----------------|
| | | 16-17 | SPED% (16-17) | EL % | | 17 | % Pacific Islander 16-17 | | |
| Aspire East Palo Alto Charter School (K-5) | 428 | 91.6% | 10.3% | 56.5% | 95.1% | 2.1% | 1.2% | 47% | 45% |
| Belle Haven Elementary School (k-8) | 543 | 91.7% | 13.6% | 57.1% | 79.0% | 12.9% | 5.9% | 13% | 22% |
| Brentwood Academy | 509 | 95.1% | 6.5% | 60.7% | 76.6% | 10.8% | 10.2% | 16% | 19% |
| Costano Elementary (K-8) | 509 | 92.1% | 11.4% | 56.8% | 68.2% | 8.8% | 19.3% | 7% | 18% |
| Willow Oaks Elementary (K-8) | 602 | 96.3% | 9.3% | 75.7% | 89.4% | 3.2% | 4.8% | 15% | 15% |
| Los Robles Magnet Academy School (K-8) | 385 | 94.5% | 4.9% | 77.1% | 95.6% | 2.3% | 1.0% | 18% | 24% |
| Green Oaks Academy (2-5) | 148 | 10.8% | 10.8% | 68.2% | 79.1% | 3.4% | 16.2% | 14% | 18% |
| Aspire East Palo Alto Charter School (incl. EPAPA) | 776 | 91% | 10.7% | 43% | 91.0% | 3.7% | 2.2% | 38% | 43% |
| Cesar Chavez (6-8) | 185 | 96.8% | 9.2% | 58.9% | 82.2% | 5.4% | 11.9% | 8% | 14% |
| Ronald McNair Middle School (6-8) | 190 | 92.1% | 12.1% | 49.5% | 84.2% | 4.7% | 8.4% | 13% | 31% |



Aspire East Palo Alto Charter School

2018-2019 Bell Schedule

| MONDAY-THURSDAY | | | | | | |
|-----------------|---|-----------------------|---|---|---|--|
| | Kinder | 1 st | 2 nd | 3 rd | 4 th | 5 th |
| 8:00 | | | | | | |
| 8:15 | | | | | | Specials 8:10-9:10 |
| 8:30 | | | | | | |
| 8:45 | | | | | | |
| 9:00 | | | | | | |
| 9:15 | | | | | Specials 9:15-10:15 | |
| 9:30 | | | | | | |
| 9:45 | Recess 9:45-10:00 | | | | | |
| 10:00 | | | Recess 10:00-10:15 | | | |
| 10:15 | | | | Specials 10:20-11:20 | Recess 10:15-10:30 | |
| 10:30 | | | | | | |
| 10:45 | | | | | | |
| 11:00 | Lunch 11:00-11:20 Recess 11:20-11:40 | | | | | |
| 11:15 | | | Lunch 11:20-11:40 Recess 11:40-12:00 | | | |
| 11:30 | | | | | | |
| 11:45 | | | | Lunch 11:40-12:00 Recess 12:00-12:20 | | |
| 12:00 | | | | | Lunch 12:00-12:20 Recess 12:20-12:40 | |
| 12:15 | Specials 12:05-1:05 | | | | | Lunch 12:20-12:40 Recess 12:40-1:00 |
| 12:30 | | | | | | |
| 12:45 | | | | | | |
| 1:00 | | | | | | |
| 1:15 | | Specials 1:10-2:10 | | | | |
| 1:30 | | | | | | |
| 1:45 | | | | | | |
| 2:00 | Recess 2:00-2:15 | | | | | |
| 2:15 | | | Specials 2:15-3:15 | | | |
| 2:30 | | | | | | |
| 2:45 | | | | | | |
| 3:00 | | | | | | |



Aspire East Palo Alto Charter School

2018-2019 Bell Schedule

| FRIDAY | | | | | | | |
|-----------------|---|-----------------|---|---|---|-----------------|--|
| | Kinder | 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| 8:00 | | | | | | | |
| 8:15 | Specials 8:20-9:20 | | | | | | |
| 8:30 | | | | | | | |
| 8:45 | | | | | | | |
| 9:00 | | | | | | | |
| 9:15 | | | | | | | |
| 9:30 | | | Specials 9:30-10:30 | | | | |
| 9:45 | Recess 9:45-10:00 | | | | | | |
| 10:00 | | | | | | | |
| 10:15 | | | | | | | |
| 10:30 | | | | | | | |
| 10:45 | | | | | Specials 10:40-11:40 | | |
| 11:00 | Lunch 11:00-11:20 Recess 11:20-11:40 | | | | | | |
| 11:15 | | | | | | | |
| 11:30 | | | Lunch 11:20-11:40 Recess 11:40-12:00 | | | | |
| 11:45 | | | | | | | |
| 12:00 | | | | Lunch 11:40-12:00 Recess 12:00-12:20 | | | |
| 12:15 | | | | | | | |
| 12:30 | | | | | Lunch 12:00-12:20 Recess 12:20-12:40 | | |
| | | | | | | | |
| | | | | | Recess 12:00-12:20 Lunch 12:20-12:40 | | |
| | | | | | | | |
| 12:40 Dismissal | | | | | | | |



East Palo Alto Phoenix Academy

2018-2019 Bell Schedule



| | Regular Day Schedule | Minimum Day Schedule | Town Hall Schedule | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------|--------------------|----------|-----------|--------------|-----------|--------|-----------|----------|------------|----------|-------------|----------|-------------|-------|------------|----------|-----------|----------|-----------|--------------------|-----------|---|--------|-------|----------|-----------|----------|-----------|----------|-----------|----------|------------|-------|-------------|----------|-------------|----------|-------------|--------------------|-------------|---|--------|-------|----------|-----------|----------|-----------|----------|-----------|----------|------------|-----------|--------------|-------|-------------|----------|-------------|----------|-------------|--------------------|-------------|
| M I D D L E S C H O O L | <table border="1"> <thead> <tr> <th>Period</th> <th>Times</th> </tr> </thead> <tbody> <tr> <td>Advisory</td> <td>8:00-8:30</td> </tr> <tr> <td>Intervention</td> <td>8:33-9:18</td> </tr> <tr> <td>Brunch</td> <td>9:18-9:28</td> </tr> <tr> <td>3 period</td> <td>9:31-10:31</td> </tr> <tr> <td>4 period</td> <td>10:34-11:34</td> </tr> <tr> <td>5 period</td> <td>11:37-12:37</td> </tr> <tr> <td>Lunch</td> <td>12:37-1:07</td> </tr> <tr> <td>6 period</td> <td>1:10-2:10</td> </tr> <tr> <td>7 period</td> <td>2:13-3:13</td> </tr> <tr> <td>Advisory Check Out</td> <td>3:16-3:30</td> </tr> </tbody> </table> | Period | Times | Advisory | 8:00-8:30 | Intervention | 8:33-9:18 | Brunch | 9:18-9:28 | 3 period | 9:31-10:31 | 4 period | 10:34-11:34 | 5 period | 11:37-12:37 | Lunch | 12:37-1:07 | 6 period | 1:10-2:10 | 7 period | 2:13-3:13 | Advisory Check Out | 3:16-3:30 | <table border="1"> <thead> <tr> <th>Period</th> <th>Times</th> </tr> </thead> <tbody> <tr> <td>Advisory</td> <td>8:00-8:30</td> </tr> <tr> <td>3 period</td> <td>8:33-9:13</td> </tr> <tr> <td>4 period</td> <td>9:16-9:58</td> </tr> <tr> <td>5 period</td> <td>9:59-10:39</td> </tr> <tr> <td>Lunch</td> <td>10:39-11:09</td> </tr> <tr> <td>6 period</td> <td>11:12-11:52</td> </tr> <tr> <td>7 period</td> <td>11:55-12:35</td> </tr> <tr> <td>Advisory Check out</td> <td>12:38-12:45</td> </tr> </tbody> </table> | Period | Times | Advisory | 8:00-8:30 | 3 period | 8:33-9:13 | 4 period | 9:16-9:58 | 5 period | 9:59-10:39 | Lunch | 10:39-11:09 | 6 period | 11:12-11:52 | 7 period | 11:55-12:35 | Advisory Check out | 12:38-12:45 | <table border="1"> <thead> <tr> <th>Period</th> <th>Times</th> </tr> </thead> <tbody> <tr> <td>Advisory</td> <td>8:00-8:20</td> </tr> <tr> <td>3 period</td> <td>8:23-8:58</td> </tr> <tr> <td>4 period</td> <td>9:01-9:36</td> </tr> <tr> <td>5 period</td> <td>9:39-10:14</td> </tr> <tr> <td>Town Hall</td> <td>10:17- 10:47</td> </tr> <tr> <td>Lunch</td> <td>10:47-11:17</td> </tr> <tr> <td>6 period</td> <td>11:20-11:55</td> </tr> <tr> <td>7 period</td> <td>11:50-12:33</td> </tr> <tr> <td>Advisory Check out</td> <td>12:36-12:45</td> </tr> </tbody> </table> | Period | Times | Advisory | 8:00-8:20 | 3 period | 8:23-8:58 | 4 period | 9:01-9:36 | 5 period | 9:39-10:14 | Town Hall | 10:17- 10:47 | Lunch | 10:47-11:17 | 6 period | 11:20-11:55 | 7 period | 11:50-12:33 | Advisory Check out | 12:36-12:45 |
| | Period | Times | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Advisory | 8:00-8:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Intervention | 8:33-9:18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Brunch | 9:18-9:28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 period | 9:31-10:31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 period | 10:34-11:34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 period | 11:37-12:37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Lunch | 12:37-1:07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 period | 1:10-2:10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7 period | 2:13-3:13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Advisory Check Out | 3:16-3:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period | Times | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advisory | 8:00-8:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 period | 8:33-9:13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 period | 9:16-9:58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 period | 9:59-10:39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch | 10:39-11:09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 period | 11:12-11:52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 period | 11:55-12:35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advisory Check out | 12:38-12:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period | Times | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advisory | 8:00-8:20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 period | 8:23-8:58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 period | 9:01-9:36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 period | 9:39-10:14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Town Hall | 10:17- 10:47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch | 10:47-11:17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 period | 11:20-11:55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 period | 11:50-12:33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advisory Check out | 12:36-12:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

East Palo Alto Phoenix Academy

1039 Garden Street

East Palo Alto Ca 94303


Phone: 650-325-1460 Fax: 650-325-1327


East Palo Alto Charter School (EPACS)

2018-2019 School Year Calendar - DRAFT 3/1/18

| July | | | | | | | Instructional Days: 0 | | | | | | | January | | | | | | | Instructional Days: 12 | | | | | | |
|-----------|----|----|----|----|----|----|-------------------------------------|--|--|--|--|--|--|----------|----|----|----|----|----|----|----------------------------------|--|--|--|--|--|--|
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | I-4: Winter Break-No School | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 7-11: Winter Break-No School | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 14: Teacher Work Day-No School | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | 27 | 28 | 29 | 30 | 31 | | | 17: Family Meeting | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | 21: MLK Jr. Day-No School | | | | | | |
| August | | | | | | | Instructional Days: 20 | | | | | | | February | | | | | | | Instructional Days: 19 | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | ± | 2 | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6: First Day of School | | | | | | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 6-10: Strong Start-Minimum Days | | | | | | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14: Family Meeting | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16: Family Meeting | | | | | | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18: President's Day-No School | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | 24 | 25 | 26 | 27 | 28 | | | 23: African American Celebration | | | | | | |
| September | | | | | | | Instructional Days: 18 | | | | | | | March | | | | | | | Instructional Days: 21 | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| | | | | | | 1 | 3: Labor Day-No School | | | | | | | | | | | | ± | 2 | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6: Fall Pictures | | | | | | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13: Family Meeting | | | | | | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14: Family Meeting | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22: Latin American Celebration | | | | | | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28: Teacher Work Day-No School | | | | | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | |
| 30 | | | | | | | | | | | | | | 31 | | | | | | | | | | | | | |
| October | | | | | | | Instructional Days: 17 | | | | | | | April | | | | | | | Instructional Days: 11 | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | I-5: Spring Break-No School | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: Fall Break-No School | | | | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8-12: Spring Break-No School | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15: Teacher Work Day-No School | | | | | | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 18: Family Meeting | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18: Family Meeting | | | | | | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 15: Teacher Work Day-No School | | | | | | |
| 28 | 29 | 30 | 31 | | | | 23: Fall Picture Retakes | | | | | | | 28 | 29 | 30 | | | | | 25: Promotion Pictures for K & 5 | | | | | | |
| November | | | | | | | Instructional Days: 16 | | | | | | | May | | | | | | | Instructional Days: 22 | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | | | | | 1 | 2 | 3 | 4 | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8: Family Meeting | | | | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 9: Family Meeting | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12: Veteran's Day-No School | | | | | | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19-23: Thanksgiving Break-No School | | | | | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 27: Memorial Day | | | | | | |
| December | | | | | | | Instructional Days: 15 | | | | | | | June | | | | | | | Instructional Days: 10 | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | S | M | T | W | Th | F | S | | | | | | | |
| | | | | | | 1 | | | | | | | | | | | | | | 1 | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6: Family Meeting | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13: Family Meeting | | | | | | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14: Last Day of School | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 24-28: Winter Break-No School | | | | | | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | |
| 30 | 31 | | | | | | 31: Winter Break-No School | | | | | | | 30 | | | | | | | | | | | | | |

| Calendar Key | | Semester 1: | |
|--------------|------------------|-------------|-----------------------|
| | School Day | Qtr 1: | 8/6-10/5 (43 days) |
| | No School | Qtr 2: | 10/16-12/21 (43 days) |
| | Minimum Days | Semester 2: | |
| | Picture Days | Qtr 3: | 1/15-3/29 (52 days) |
| | Family Mtg/Event | Qtr 4: | 4/16-6/14 (43 days) |

 **East Palo Alto Charter School - Grades K-5**
 1286 Runnymede Street East Palo Alto, CA 94303
 P: 650.614.9100 F: 650.614.9183

 **East Palo Alto Phoenix Academy - Grades 6-8**
 1025 Garden Street East Palo Alto, CA 94303
 P: 650.325.1460 F: 650.325.1327

East Palo Alto Phoenix Academy

2018-2019

School Year Calendar



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

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

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

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

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

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

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

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

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

| Semester 1 | | | | | | |
|------------------------------------|--|--|--|--|--|--|
| Quarter 1: 8/7 - 10/5 (42 Days) | | | | | | |
| Quarter 2: 10/16 - 12/21 (44 Days) | | | | | | |
| Semester 2 | | | | | | |
| Quarter 3: 1/15 - 3/29 (52 Days) | | | | | | |
| Quarter 4: 4/16 - 6/18 (43 Days) | | | | | | |

181 Instructional days 2018-19 School Year

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

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

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

- Minimum Day
- No School
- First Day of Class
- Last Day of Class
- School Day
- Parent Meeting / SSC 6pm
- Picture Days
- Family Event

IMPORTANT DATES

- September 3 - Labor Day
- October 8-12 Fall Break
- November 12 - Veterans Day
- November 19-23 Thanks giving Break
- December 24 - 31 Winter break
- January 1 - 11 Winter Break
- January 21 - MLK
- February 18 - Presidents Day
- April 1-12 - Spring Break
- May 27 - Memorial Day

Teacher Work Day - No School

- August 1-3
- September 28
- October 15
- January 14
- April 15

17-18 Bay Area 6-12 Assessment Framework

Guiding Principles

Our regional approach to assessments will be driven by the following guiding principles:

- We use assessments that provide teachers with *actionable data* that can immediately support student learning in the classroom, including both standards-aligned assessments and curriculum embedded assessments.
- We focus on assessments that *benchmark student performance against the standards* to ensure the rigor of our instruction matches what is ultimately expected of students and use data to make strategic decisions that result in improved student learning.
- We engage in *regular data cycles to monitor progress at the student, classroom, school, and regional level* to make instructional decisions that support student learning.

Assessment Framework

| Assessment Type | Purpose | Examples |
|-----------------------|---|---------------------------------|
| Universal Screeners | <p><i>Universal screeners will be used to:</i></p> <ul style="list-style-type: none"> • Provide diagnostic data to inform instruction at the start of the year. • Measure student progress on key foundational skills and reading levels across the year. • Identify students who need Tier 2 and Tier 3 support. | STAR Reading |
| Formative Assessments | <p><i>Formative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Evaluate student learning of the content taught at given points during the school year and position teachers to make instructional decisions aligned with student needs. • Provide schools and teachers with ongoing data to assess student progress. | Curriculum Embedded Assessments |
| Summative Assessments | <p><i>Summative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Benchmark student performance relative to what students need to be successful on SBAC. • Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals. | SBAC ICA |

6-12 Assessments Overview

| Assessment | Grades | Description | Data Use |
|--|---------|---|--|
| <i>ELA Assessments</i> | | | |
| STAR | 6-12 | STAR is intended to assess a student’s lexile reading level, which is highly correlated to student success on both SBAC and ACT, and to students’ readiness for college. | STAR data can be used to: <ul style="list-style-type: none"> ● Identify potential students who need additional reading support ● Set reading growth goals and monitor student reading growth throughout the year ● Predict student performance on SBAC |
| ELA Quarter 1 & 2 Assessment | 6-8, 11 | The Quarter 1 & 2 assessments for ELA are SBAC aligned assessments that assess students’ ability to comprehend grade level texts. This SBAC-aligned ELA Interim is a “cold read” assessment (see Literacy Assessment Types and Tools) that should be analyzed for improving reading comprehension using this tool . The Quarter 1 assessment will also include a curriculum-embedded performance task that will be assessed using the CAASPP rubric. | ELA Quarter 1 & 2 data can be used to: <ul style="list-style-type: none"> ● Identify the types of complex texts students may need more exposure to and/or practice with ● Inform reading instruction to support students in accessing complex texts ● Identify student mastery with the language standards ● Identify individual strengths and areas of growth for students’ writing ● Inform reading and writing instruction to support student needs aligned with the CAASPP rubric |
| ELA Quarter 1 & 2 Assessment | 9, 10 | The Quarter 1&2 assessments for grades 9 and 10 are the curriculum embedded performance tasks. They should be evaluated using the CAASPP rubric. | Data can be used to: <ul style="list-style-type: none"> ● Identify individual strengths and areas of growth for students’ writing ● Inform reading and writing instruction to support student needs aligned with the CAASPP rubric |
| ELA Performance Task | 6-8,11 | The ELA Performance Task is an SBAC created and aligned assessment intended to support students to prepare for the PT portion of the SBAC. | Performance Task data can be used to: <ul style="list-style-type: none"> ● Identify individual strengths and areas of growth for students’ writing ● Inform reading and writing instruction to support student needs aligned with the CAASPP rubric |
| Interim Comprehensive Assessment (ICA) | 3-8 | The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items. | ELA ICA data can be used to: <ul style="list-style-type: none"> ● Identify the types of complex texts students may need more exposure and/or practice with ● Inform reading instruction to support students in |

| | | | |
|--|---------|--|--|
| | | | <p>accessing complex texts</p> <ul style="list-style-type: none"> ● Identify student mastery with the language standards ● Predict student performance on SBAC |
| Math Assessments | | | |
| Eureka Interims (6-8) | 6-8 | The Eureka Interims consist of a combination of SBAC aligned items and questions pulled from Eureka Mid and End of Module assessments. They are hybrid assessments that will be partially computer scored and partially hand scored. Each interim contains between 12-20 items, depending on the grade level and time of year. | <p>Eureka Interim data can be used to:</p> <ul style="list-style-type: none"> ● Drive math instruction in 2-8 ● Develop small group instruction for students based on individual needs ● Identify student mastery in specific standards |
| Quarter Interims | 11 | The quarterly interims consist of SBAC aligned items and questions that assess content based on the 11th grade pacing guide. | <p>Quarter Interim data can be used to:</p> <ul style="list-style-type: none"> ● Drive math instruction in grade 11 ● Develop small group instruction for students based on individual needs ● Identify student mastery in specific standards |
| Interim Comprehensive Assessment (ICA) | 3-8, 11 | The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items. | <p>Math ICA data can be used to:</p> <ul style="list-style-type: none"> ● Determine student mastery of the standards ● Identify areas of focus for instruction ● Predict student performance on SBAC |
| College Readiness Assessments | | | |
| ACT | 11 | The ACT is a standardized test for college admissions. | N/A |
| ACT Practice | 9, 10 | The ACT Practice provides an opportunity for 9th and 10th graders to experience the timed test at all subjects. The test consists of an English section, Math section, Reading section, and a Science section. The ACT Practice questions come from released items from the 11th grade ACT and the test is developed by the College Board. | <p>Data from the ACT Practice test can be used to:</p> <ul style="list-style-type: none"> ● Analyze strategies and supports needed to support student performance on the ACT ● Identify opportunities to increase alignment between instruction and ACT expectations ● Monitor student growth over time to ensure students are moving towards college readiness score targets by 11th grade |
| State Assessments | | | |
| CELDT | K | CELDT is a state assessment for ELL students to measure english | N/A |

| | | | |
|-------|------|--|--|
| | | proficiency. It is currently being phased out and 17-18 will likely be the last year it is used. Only K students who are ELLs and/or ELL students who have not previously been tested will need to take CELDT. | |
| ELPAC | K-12 | The ELPAC is the new state assessment for ELL students. It will measure students' English proficiency in alignment with the CA ELD standards. More information will be forthcoming in Fall 2017. | Will be updated in Fall 2017 once more information about the assessment is released by the state. |
| CAST | 5, 8 | The CAST is the new state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades. | Will be updated once more information about the reporting is released by the state. |
| SBAC | 3-8 | SBAC is the state assessment system that is administered to all students in grades 3-8 in both ELA and Math. | <p>SBAC data is used to:</p> <ul style="list-style-type: none"> ● Measure student mastery of the grade level standards ● Measure school performance over time ● Hold schools accountable to their state accountability and LCAP metrics |

2017-18 6-12 Assessment Calendar

| 6-12 Assessments | | | | | | |
|------------------|-----------------|---|--|--|--|--|
| Week | Dates | ELA | Math | Other / Notes | | |
| 1 | Aug 7 - 11 | Welcome Back! | | | | |
| 2 | Aug 14 - 18 | BOY STAR Reading Grades 2-12 | | | | |
| 3 | Aug 21 - 25 | | | | | |
| 4 | Aug 28 - Sept 1 | | | | | |
| 5 | Sept 4 - 9 | | | | | 9/4 - Labor Day |
| 6 | Sept 11 - 15 | | | | | |
| 7 | Sept 18 - 22 | ELA Quarter 1 Assessment Grades 6-11 Scan by 9/21 | Math Quarter 1 Interim Grades 6-8, 11 Scan by 9/21 | | | CELDT K ELs 1-12 students not previously tested Initial Assessment Only |
| 8 | Sept 25 - 29 | | | | | |
| Fall Break | Oct 2 - 6 | | | | | |
| 9 | Oct 9 - 13 | | | | | |
| 10 | Oct 16 - 20 | | | | | |
| | | | | ACT Practice Grade 10 Grade 9 Optional Flexible Dates | ACT Fall Admin Oct 17 (There is no makeup) | |
| 11 | Oct 23 - 27 | Fall STAR Ren Grades 2-12 | | | | |
| 12 | Oct 30 - Nov 3 | | | | | |
| 13 | Nov 6 - 10 | | | | | Nov 10 - Veterans Day |

| | | | | | |
|----|----------------|---|---|--|-------------------------|
| 14 | Nov 13 - 17 | | | | |
| | Nov 20 - 24 | | | | Thanksgiving Break |
| 15 | Nov 27 - Dec 1 | ELA Quarter 2 Assessment Grades 9-10 Scan by 12/15 | ELA PT and Quarter 2 Assessment Grades 6-8, 11 Scan by 12/15 | Math Quarter 2 Interim Grades 6-8, 11 Scan by 12/13 | |
| 16 | Dec 4 - Dec 8 | | | | |
| 17 | Dec 11 - 15 | | | | |
| | Dec 18 - 22 | | | | Winter Break |
| | Dec 25 - 29 | | | | |
| | Jan 1 - 5 | | | | |
| 18 | Jan 8 - 12 | | | | |
| 19 | Jan 15 - 19 | | | | Jan 15 - MLK Day |
| 20 | Jan 22 - 26 | | | | |
| 21 | Jan 29 - Feb 2 | Spring STAR Ren Grades 2-12 Recommended to test before ELA ICA | ELA ICA Grades 3-8 & 11 | Math ICA Grades 3-8 & 11 | |
| 22 | Feb 5 - 9 | | | | |
| 23 | Feb 12 - 16 | | | | |
| 24 | Feb 19 - 23 | | | | Feb 19 - Presidents Day |
| 25 | Feb 26 - Mar 2 | | | | |
| 26 | Mar 5 - 9 | | | | |
| 27 | Mar 12 - 16 | | | | |
| | Mar 26 - 30 | ELPAC Testing K-12 ELs Annual Assessment | | | |
| | Apr 2 - 6 | | | | |
| 29 | Apr 9 - 13 | | Estimated Window - Feb 1 | | |

| | | | | | | | |
|----|-------------------|----------------------|--|--|---|---|-------------------------------|
| 30 | Apr 16 - 20 | - May 31 | | | ACT Practice Date Flexible Grades 9 + 10 | | PFT Testing Grades 5, 7, 9 |
| 31 | Apr 23 - 27 | | | | | | |
| 32 | Apr 30 - May 4 | EOY STAR Ren 2-12 | <u>CAASPP Testing</u> SBAC 3-8 & 11 ELA+Math CAST 5, 8, HS Science | | | ACT 5/3 Grade 11 (no makeup date) | |
| 33 | May 7 - 11 | | | | | | |
| 34 | May 14 - 18 | | | | | | |
| 35 | May 21 - 25 | | | | | | |
| 36 | May 28 - Jun 1 | | | | May 28 - Memorial Day | | |
| 37 | Jun 4 - 8 | | | | | | |
| 38 | Jun 11 - 15 | | | | | | |

17-18 Bay Area TK-8 Assessment Framework

Guiding Principles

Our regional approach to assessments will be driven by the following guiding principles:

- We use assessments that provide teachers with **actionable data** that can immediately support student learning in the classroom, including both standards-aligned assessments and curriculum embedded assessments.
- We focus on assessments that **benchmark student performance against the standards** to ensure the rigor of our instruction matches what is ultimately expected of students and use data to make strategic decisions that result in improved student learning.
- We engage in **regular data cycles to monitor progress at the student, classroom, school, and regional level** to make instructional decisions that support student learning.

Assessment Framework

| Assessment Type | Purpose | Examples |
|-----------------------|--|---------------------------------|
| Universal Screeners | <p><i>Universal screeners will be used to:</i></p> <ul style="list-style-type: none"> • Provide diagnostic data to inform instruction at the start of the year. • Measure student progress on key foundational skills and reading levels across the year. • Identify students who need Tier 2 and Tier 3 support. | STAR Reading |
| Formative Assessments | <p><i>Formative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Evaluate student learning of the content taught at given points during the school year and position teachers to make instructional decisions aligned with student needs. • Provide schools and teachers with ongoing data to assess student progress. | Curriculum Embedded Assessments |
| Summative Assessments | <p><i>Summative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Benchmark student performance relative to what students need to be successful on SBAC. • Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals. | SBAC ICA |

TK-8 Assessment Overview

| Assessment | Grades | Description | Data Use |
|--------------------------------|--------|--|---|
| <i>ELA Assessments</i> | | | |
| SEEDS | TK | SEEDS is a foundational literacy skills assessment that assess Phonemic Awareness, Phonics, and Concepts of Print, among other early literacy skills. It is used specifically with our TK program and our SEEDS partnership. | SEEDS data can be used to: <ul style="list-style-type: none"> ● Drive Phonemic Awareness & Phonics instruction ● Develop small group instruction for students based on individual needs ● Determine intervention for students who need additional support ● Monitor student early literacy skills development |
| ERD | K-2 | ERD is a foundational literacy skills assessment that assesses Phonemic Awareness, Phonics, Sight Words, and other early literacy skills. | ERD data can be used to: <ul style="list-style-type: none"> ● Drive Phonemic Awareness & Phonics instruction ● Develop small group instruction for students based on individual needs ● Determine intervention for students who need additional support ● Monitor student early literacy skills development |
| Fountas & Pinnell | K-2 | F&P is intended to assess a student’s independent and instructional reading level, and can be used as a diagnostic to identify specific student needs. | F&P data can be used to: <ul style="list-style-type: none"> ● Develop guided reading groups based on instructional level ● Determine specific student needs for individual and/or small group instruction ● Monitor student reading growth throughout the year (in conjunction with running records) |
| STAR | 2-8 | STAR is intended to assess a student’s lexile reading level, which is highly correlated to student success on both SBAC and ACT, and to students’ readiness for college. | STAR data can be used to: <ul style="list-style-type: none"> ● Identify potential students who need additional reading support ● Set reading growth goals and monitor student reading growth throughout the year ● Predict student performance on SBAC |
| ELA Quarter 1 Assessment (3-5) | 3-5 | The ELA Quarter 1 assessment is the end of unit performance task from the Calkins Unit of Study. The assessment can be administered via Illuminate. | ELA Quarter 1 data can be used to: <ul style="list-style-type: none"> ● Inform reading instruction to support students in accessing complex texts |

| | | | |
|--|-----|---|---|
| | | | <ul style="list-style-type: none"> Identify student needs with specific reading standards |
| ELA Quarter 1 & 2 Assessment (6-8) | 6-8 | The Quarter 1 & 2 assessments for ELA are SBAC aligned assessments that assess students' ability to comprehend grade level texts. This SBAC-aligned ELA Interim is a "cold read" assessment (see Literacy Assessment Types and Tools) that should be analyzed for improving reading comprehension using this tool . The Quarter 1 assessment will also include a curriculum-embedded performance task that will be assessed using the CAASPP rubric. | <p>ELA Quarter 1 & 2 data can be used to:</p> <ul style="list-style-type: none"> Identify the types of complex texts students may need more exposure to and/or practice with Inform reading instruction to support students in accessing complex texts Identify student mastery with the language standards Identify individual strengths and areas of growth for students' writing Inform reading and writing instruction to support student needs aligned with the CAASPP rubric |
| ELA Performance Task | 3-8 | The ELA Performance Task is an SBAC created and aligned assessment intended to support students to prepare for the PT portion of the SBAC. | <p>Performance Task data can be used to:</p> <ul style="list-style-type: none"> Identify individual strengths and areas of growth for students' writing Inform reading and writing instruction to support student needs aligned with the CAASPP rubric |
| Spring ELA Interim | 2 | The Spring ELA interim is a standards-aligned assessment that is intended to assess students' ability to comprehend grade level texts. | <p>Spring ELA Interim data can be used to:</p> <ul style="list-style-type: none"> Identify the types of complex texts students may need more exposure and/or practice with Inform reading instruction to support students in accessing complex texts Identify student mastery with the language standards |
| Interim Comprehensive Assessment (ICA) | 3-8 | The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items. | <p>ELA ICA data can be used to:</p> <ul style="list-style-type: none"> Identify the types of complex texts students may need more exposure and/or practice with Inform reading instruction to support students in accessing complex texts Identify student mastery with the language standards Predict student performance on SBAC |
| Math Assessments | | | |
| Eureka Interims (K-1) | K-1 | The K-1 Eureka Interims consist of curated items from Eureka Mid and End of Module Assessment items and will be administered in interview format for K and can be administered in small groups for 1st grade. | <p>Eureka Interim data can be used to:</p> <ul style="list-style-type: none"> Drive math instruction in K/1 Develop small group instruction for students based on individual needs Monitor math progress during these two cycles of the |

| | | | |
|--|------|--|--|
| | | | year |
| Eureka Interims (2-8) | 2-8 | The Eureka Interims consist of a combination of SBAC aligned items and questions pulled from Eureka Mid and End of Module assessments. They are hybrid assessments that will be partially computer scored and partially hand scored. Each interim contains between 12-20 items, depending on the grade level and time of year. | <p>Eureka Interim data can be used to:</p> <ul style="list-style-type: none"> ● Drive math instruction in 2-8 ● Develop small group instruction for students based on individual needs ● Identify student mastery in specific standards |
| Interim Comprehensive Assessment (ICA) | 3-8 | The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items. | <p>Math ICA data can be used to:</p> <ul style="list-style-type: none"> ● Determine student mastery of the standards ● Identify areas of focus for instruction ● Predict student performance on SBAC |
| State Assessments | | | |
| CELDT | K | CELDT is a state assessment for ELL students to measure english proficiency. It is currently being phased out and 17-18 will likely be the last year it is used. Only K students who are ELLs and/or ELL students who have not previously been tested will need to take CELDT. | N/A |
| ELPAC | K-12 | The ELPAC is the new state assessment for ELL students. It will measure students' English proficiency in alignment with the CA ELD standards. More information will be forthcoming in Fall 2017. | Will be updated in Fall 2017 once more information about the assessment is released by the state. |
| CAST | 5, 8 | The CAST is the new state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades. | Will be updated once more information about the reporting is released by the state. |
| SBAC | 3-8 | SBAC is the state assessment system that is administered to all students in grades 3-8 in both ELA and Math. | <p>SBAC data is used to:</p> <ul style="list-style-type: none"> ● Measure student mastery of the grade level standards ● Measure school performance over time ● Hold schools accountable to their state accountability and LCAP metrics |

2017-18 TK-8 Assessment Calendar

| TK-8 Assessments | | | | | |
|------------------|-----------------|---|---|--|--------------------------------------|
| Week | Dates | ELA | | Math | Other / Notes |
| 1 | Aug 7 - 11 | Welcome Back! | | | |
| 2 | Aug 14 - 18 | BOY STAR Reading 2-12 | ERD Assessment #1 K-1 | | |
| 3 | Aug 21 - 25 | Fountas & Pinnell 1-2 | | | |
| 4 | Aug 28 - Sept 1 | | | | |
| 5 | Sept 4 - 9 | | | | 9/4 - Labor Day |
| 6 | Sept 11 - 15 | | | | TK SEEDS #1 Grade TK 9/11/9/30 |
| 7 | Sept 18 - 22 | ELA Quarter 1 Assessment Grades 3-8 Scan by 9/21 | Quarter 1 Eureka Interim Grades 2-8 Scan by 9/21 | | |
| 8 | Sept 25 - 29 | | | | |
| Fall Break | Oct 2 - 6 | | | | |
| 9 | Oct 9 - 13 | | | | |
| 10 | Oct 16 - 20 | | | | |
| 11 | Oct 23 - 27 | Fall STAR Ren 2-12 | | Semester 1 Eureka Interim Grades K-1 | |
| 12 | Oct 30 - Nov 3 | | | | |
| 13 | Nov 6 - 10 | | | | Nov 10 - Veterans Day |
| 14 | Nov 13 - 17 | | | | |

| | | | | | | |
|----|----------------|--|---|--|--------------------------------|------------------|
| | Nov 20 - 24 | | | | Thanksgiving Break | |
| 15 | Nov 27 - Dec 1 | ERD Assessment #2 Grades K-1 Scan by 12/15 | ELA PT and Quarter 2 Assessment Grades 3-8 Scan by 12/15 | | | |
| 16 | Dec 4 - Dec 8 | | | Quarter 2 Eureka Interim Grades 2-8 Scan by 12/13 | | |
| 17 | Dec 11 - 15 | | | | TK SEEDS #2 Grade TK | |
| | Dec 18 - 22 | | | | Winter Break | |
| | Dec 25 - 29 | | | | | |
| | Jan 1 - 5 | | | | | |
| 18 | Jan 8 - 12 | | Fountas & Pinnell Grade K Only Scan by 2/2 | | TK SEEDS #2 Grade TK | |
| 19 | Jan 15 - 19 | | | | | Jan 15 - MLK Day |
| 20 | Jan 22 - 26 | | | | | |
| 21 | Jan 29 - Feb 2 | Spring STAR Ren Grades 2-12 Recommended to test before ELA ICA | ELA ICA Grades 3-8 | | | |
| 22 | Feb 5 - 9 | | | Math ICA Grades 3-8 | | |
| 23 | Feb 12 - 16 | | | | | |
| 24 | Feb 19 - 23 | ELA Spring Interim Grade 2 | | | Feb 19 - Presidents Day | |
| 25 | Feb 26 - Mar 2 | | ERD Assessment #3 Grades K-1 Scan by 3/9 | | | |
| 26 | Mar 5 - 9 | | | | | |
| 27 | Mar 12 - 16 | | | | | |
| | Mar 26 - 30 | ELPAC Testing K-12 ELs Annual Assessment Estimated Window - Feb 1 - May 31 | | | | |
| | Apr 2 - 6 | | | | | |
| 29 | Apr 9 - 13 | | | | | |
| 30 | Apr 16 - 20 | | | | | |

| | | | | | | | |
|----|----------------|-----------------------------|--|---|--|--|--------------------------------------|
| 31 | Apr 23 - 27 | | | Semester 2 Eureka Interim Grades K-1 Scan by 5/4 | | | PFT Testing Grades 5, 7, 9 |
| 32 | Apr 30 - May 4 | | CAASPP Testing SBAC 3-8 & 11 ELA+Math CAST 5, 8, HS Science | TK SEEDS #3 Grade TK | | | |
| 33 | May 7 - 11 | | | | | | |
| 34 | May 14 - 18 | EOY STAR Ren 2-12 | | | | | |
| 35 | May 21 - 25 | | | | | | |
| 36 | May 28 - Jun 1 | | | May 28 - Memorial Day | | | |
| 37 | Jun 4 - 8 | | | | | | |
| 38 | Jun 11 - 15 | | EOY ERD Assessment #4 Scan by 6/15 | | | | |



Aspire Public Schools

English Learner Master Plan

2017-2018

Mission Statement

Aspire Public Schools operates 40 high-performing, college-preparatory public charter schools serving 16,000 students in underserved communities across California and in Memphis, Tennessee. Founded in 1998, Aspire is one of the nation’s largest open-enrollment public charter school systems serving predominantly low-income students, and delivering a rigorous College for Certain education to students in grades K-12.

Our promise at Aspire Public Schools is that every child receives a high-quality education to prepare them for success in college, career and life. Every day, our community of students, parents, teachers and staff come together to learn and grow so that every child’s aspirations are within reach.

Aspire Public School List

| <u>Elementary Schools</u> | <u>Middle Schools</u> |
|---|--|
| Aspire Alexander Twilight College Preparatory Academy | Aspire Benjamin Holt Middle School |
| Aspire APEX Academy | Aspire Centennial College Preparatory Academy |
| Aspire Capitol Heights Academy | Aspire Hanley Elementary School Middle School |
| Aspire Port City Academy | |
| Aspire River Oaks Charter School | <u>High Schools</u> |
| Aspire Rosa Parks Academy | Aspire Alexander Twilight Secondary Academy |
| Aspire Summit Charter Academy | Aspire Benjamin Holt College Preparatory Academy |
| Aspire University Charter School | Aspire Langston Hughes Academy |
| Aspire Vincent Shalvey Academy | Aspire Vanguard College Preparatory Academy |
| Aspire Berkley Maynard Academy | Aspire East Palo Alto Phoenix Academy |
| Aspire College Academy | Aspire Golden State College Preparatory Academy |
| Aspire East Palo Alto Charter School | Aspire Lionel Wilson College Preparatory Academy |
| Aspire ERES Academy | Aspire Ollin University Preparatory Academy |
| Aspire Monarch Academy | Aspire Pacific Academy |
| Aspire Richmond Technology Academy | |
| Aspire Triumph Technology Academy | |
| Aspire Antonio Maria Lugo Academy | |
| Aspire Firestone Academy | |
| Aspire Gateway Academy | |
| Aspire Inskeep Academy | |
| Aspire Junior Collegiate Academy | |
| Aspire Slauson Academy | |
| Aspire Tate Academy | |
| Aspire Titan Academy | |
| Aspire Coleman Elementary School | |
| Aspire East Academy | |
| Aspire Hanley Elementary School | |

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ENGLISH LEARNERS MASTER PLAN

Overview

Aspire will assure equity in access to a rigorous standards-based, college preparatory, curricula for English Learners (ELs). Aspire defines an equitable educational system as the following:

- Students have the opportunity to receive instruction that will produce high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning will be implemented in a culturally relevant manner;

Aspire will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

Aspire is in the last year of administering the California English Language Development Test (CELDT) before it transitions into the English Language Proficiency Assessment for California (ELPAC). Aspire will update the language in the EL Master Plan in the spring of 2018, following the results of administering the first ELPAC. Throughout the document, ELPAC is inserted alongside of CELDT to show that the new assessment will be taking the place of the CELDT in the spring of 2018.

Section 1:

Initial Identification, Assessment, Parent Notification

Home Language Survey

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

Transcripts

Transcripts from private schools, out-of-country schools and out-of-state schools will be considered in

placement of students to the appropriate grade. All students transferring will be given the appropriate assessment, CELDT or ELPAC, unless the student' results from a previous school are included in the cumulative record. After receiving the cumulative records, the principal will review the information in PowerSchool and CALPADs for accuracy.

CELDT (ELPAC) Testing

All students who indicate that their home language is a language other than English, the student will go through the following:

- be given the California English Language Development Test (“CELDT ”) or the current California language assessment and tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.
- Aspire will notify all parents of its responsibility for CELDT (ELPAC) testing and of CELDT (ELPAC) results within thirty days of receiving results from publisher. The CELDT (ELPAC) shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the CELDT (ELPAC) data is received from the state, it will be imported into Aspire’s Data Portal. The sample report below will guide the placement and instruction of all English Learners, as well as inform professional development for all staff.

¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT (ELPAC) tested. All other students who have indicated a home language other than English will continue with annual CELDT (ELPAC) testing based upon the date last tested at the prior school of enrollment.



Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual CELDT (ELPAC) must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option

- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

Parent Confirmation of Program Placement

After parents have been informed of the initial CELDT (ELPAC) results, the Initial Parent Notification of Language Test Results is to be returned to the school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter will be filed in the student's cumulative record.

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. The forms are available at the school office and must be submitted to the school office. At any time during the school year, a parent may request placement into an English language mainstream classroom.

The school will grant the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason will be documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Vice President of Education at Aspire Public Schools in writing.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Section 2: Achievement, Placement and Instructional Design, Designated English Development, Long Term and Newcomer ELs, Integrated English Language Development, Reclassification Rates

Student Achievement Goals

1. Academic Achievement – English Learners will show evidence of academic achievement at the

same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, other region-specific assessment, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.

2. Reclassifying English learners - All English Learners who meet established criteria will be reclassified. There will be established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
 - a. Students meet the CELDT (ELPAC) criterion, scoring at the Early Advanced or Advanced level on the CELDT (ELPAC) without any subtest scores below the Intermediate level
 - b. Students meet district set Academic Criteria
 - c. Teacher recommends reclassification based on classroom evidence of academic performance
 - d. Notification of parents of student status and right to be involved in the reclassification process

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings some unique strength to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. The school will align all English Language Development instruction with the 2012 state adopted standards. By having a common understanding of students' needs and the goals for all students, the school can provide a needed consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles²

- The priority for instruction is language learning and exploration.
- Using our RtI program, students will be grouped by proficiency level, as determined by multiple sources such as CELDT (soon to be ELPAC) results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, DRA, SBAC) along with oral language samples.
- Language tasks should be relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

² Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

Placement and Instructional Design

Placement decisions are guided by student assessments and the California Education Code.

California Education Code Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. ELs are to be educated through sheltered English immersion during a temporary transition period not normally to exceed one year. Once ELs have acquired a good working knowledge of English, they shall be transferred to English language mainstream classes.

Aspire schools makes available an English Learner program²Mainstream English Instruction.

The description is as follows:

English Language Mainstream (ELM): Students who score at reasonable fluency in reading, writing, and speaking English are placed in an ELM program. They are taught ELD lessons and other core subjects by authorized teachers using state-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. Once redesignated, student progress is monitored for four consecutive years to ensure their continued access to the core curriculum.

The California English Language Development Standards focus on two different aspects of supporting English Learners. The first part, Interacting in Meaningful Ways, is best reached through student's participation in their content classrooms, Integrated English Language Development. Through successful use of EL instructional strategies, English learners and practice the language through collaboration, interpretation and production of the English Language.

English Learners also need support in how English works. This instruction will take place through daily lessons in English Language Development. The purpose of this instruction, Designated English Language Development, is to develop English language proficiency as rapidly and effectively as possible. Teachers will use the California English Language Development Standards (2012), as well as the English Language Development curriculum to guide them in planning their lessons.

Additionally, our youngest students who will simultaneously be learning English while learning to read and write will have extensive oral language experiences to assist in development of both skills.

Designated English Development

Kindergarten Through 6th Grade (LA)

All general education teachers will provide a 30-minute block of designated ELD instruction to a group of students within their grade-level or grade-span. Placement will be based on proficiency level, students at risk of becoming long-term English Learners (LTEL's), LTELs, newcomers, and special education status. Students will be grouped within one level of their proficiency level. The program will be guided by the LEA's ELD goal and monitoring tool for LCAP. All schools will follow the EL Achieve designated ELD curriculum, which aligns with ELD standards in listening, speaking, reading, and writing. One tenet of

the program is that students will spend at least 50% of instructional time practicing oral production. Student progress will be monitored through the daily ongoing assessment log and anecdotal notes as well as weekly and unit assessments. Teachers will analyze assessment data to provide differentiated learning targets and supports within that proficiency level. For example, students at a “late beginning” level will be taught more advanced vocabulary and language frames than students at a “beginning” level within the same designated ELD class. Supports will be given and removed according to a student’s proficiency within that level.

7th Through 12th Grade (LA)

Students who are ELs in grades 7-12 will be provided with program options designed to meet their diverse needs. The goal of our EL program is to prepare the students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers. Students at ELD levels 1-2, and 3 (considered having “less than reasonable fluency”) will be programmed into Academic Literacy, which serves as designated ELD. These Academic Literacy courses correspond to EL level; curriculum and lessons will be based on the ELD standards. Assessment data will be reviewed by the school team quarterly to ensure that entry and exit points are provided multiple times per year. During the quarterly data review, the students’ progress will be measured against Aspire reclassification criteria. The course curriculum can include: emphasis on listening and speaking, explicitly teaching the elements of English (vocabulary, syntax, grammar, functions and conventions), learning objectives that include specific language, opportunities for frequent student interaction with another and frequent teacher corrective feedback, focus on conversational language and academic language. Curriculum tools can include Study Sync ELD guides aligned to ELD standards, APEX literacy program, and teacher-made lessons with a focus on oral language development and standards-based instruction.

Students at ELD levels 4-5, who are considered “reasonable fluency” will receive supports in the mainstream setting, in an “integrated” setting. Aspire Los Angeles has contracted with EL Achieve™ to train content-area teachers in SDAIE strategies. Each secondary site has approximately 10-20 trained teachers. The EL Achieve™ strategies include a focus on language anchors for the following language functions: cause & effect, compare & contrast, description, argument and sequencing. Once the language function of a text is determined, teachers must consider what specific vocabulary or syntax the content is asking students to use in order to express their ideas. For example, a compare/contrast function may use the vocabulary, however, both and employ parallel sentence construction. EL Achieve™ also focuses on structured student talk, genre-writing, and task analysis to enable EL students to access rigorous content at the secondary level.

Long Term English Learners

Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long

term English learners easier for teachers. A screenshot from our data portal is below.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on study skills during Advisory

Integrated English Language Development

Aspire will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access will include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based

on personal experience

- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core State Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Aspire will use integrated English Language Development in tandem with the Common Core State Standards and Next Generation Science Standards. Overall, the School will use these research-based instructional strategies to support English learners in the content areas:

Common Core English Language Arts

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts³ and the English Language Development Standards. The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

Kindergarten Through 5th Grade (LA)

Teachers will support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers will engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding

³ Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;
Mathematics, the Common Core, and Language: Judit Moschkovich;
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch
 Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

with other texts and topics. English learners will be supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques will be implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent opportunities to practice the language in context. Instruction will be embedded in content units in which students will have repeated exposure to content vocabulary over time. Teachers will also utilize Guided Language Acquisition Design (GLAD) strategies where applicable in supporting students as they work toward mastery of the grade level common core state standards.

Common Core Mathematics

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. (p.80, Chapter 2, California Draft ELA/ELD Framework).

This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Kindergarten Through 5th Grade (LA)

When learning new concepts, students will be given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students will explore concepts first through 3-D models and manipulatives followed by pictorial representations and finally symbolic expression and algorithms. Mathematical problems will involve real-world scenarios that are meaningful and relevant to students and their communities. Students will engage in weekly in-depth problem solving sessions in which they are required to collaborate with others, explain their thinking with evidence, and build upon and challenge the ideas of others. During this time, teachers will support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students will be encouraged to prove their solutions to others using a variety of methods and models. Comparative discussions of the strategies used in the classroom will give students increased opportunities to deepen their conceptual understanding. Teachers will provide supports as needed, based on students' proficiency level. For instance, a student in a primary grade at the emerging level might be encouraged to first count in his/her primary language before continuing their work in English; another student at the emerging level might need word problems read aloud to them. To meet the "Attend to precision" Standard for Mathematical Practice (MP.6), ELs will be instructed in precise vocabulary of the content standards and will be given corrective feedback as they practice this precise language both orally and in writing.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

Kindergarten Through 12th Grade (LA)

Students will engage in inquiry-based learning as their teachers take them through 5E lesson plans. In this method, students will be able to engage in hand-on experiences and build their schema around a topic at the start of each unit. Inquiry lessons will connect to real-life issues that are relevant to students and their communities. Repeated exposure to the same topic over an extended amount of time will support students with learning related vocabulary terms within that discipline. As part of the inquiry process, students will collaborate, ask and answer questions, and challenge the ideas of other students. They will be required to closely read scientific texts and use evidence to support their conjectures. Teachers will provide supports to students as needed based on their level of proficiency. These might include reading a text aloud to students, providing additional language frames and models, or providing additional visual supports (e.g. GLAD strategies). By using the inquiry method, EL students will be engaged in productive academic struggle which will simultaneously support the development of their proficiency in English.

Social Studies

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Kindergarten Through 5th Grade (LA)

Social studies will be taught within content units of study that last approximately six weeks. During this time, students will learn the language of a topic through reading multiple texts on the same topic. Students will be exposed to first- and second-hand accounts of historical events through a variety of genres. Throughout the units of study, students will participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they will demonstrate their understanding through an artistic, written, or oral presentation for an audience. EL's will receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

Newcomers

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies five important elements for their success⁴. The way our schools address those elements is listed below.

1. Systematic support and placement of students - All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the CELDT (ELPAC) or other appropriate verbal language assessments and content knowledge, Aspire's internal assessments in English and in their native when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.
2. Heterogeneous Grouping - Because our schools are small, newcomers will be mixed in with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers will be a core part of their program for part of their day.
3. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all new comers.
4. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the academic counselor. The small school allows this coordination to happen automatically as no student slips between the cracks in a small school.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental English Language Development and other supports via their Personalized Learning Plan will use the Language Central Literacy ELD. This curriculum includes specific programs for newcomers. Teachers providing the support will receive the appropriate professional development through Pearson.

Redesignation Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT (ELPAC).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum

⁴ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

mastery.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

After receiving the CELDT (ELPAC) results each year, the Home Office will send a list of possible students for redesignation based on these criteria. Parents will be notified and given the option to review and express an opinion on redesignation.

A parent, student or school may request that the School review a student for redesignation before the criteria is met. A team of the principal, a teacher and the parent will review the request. This can only be done if a student scores intermediate or higher on the CELDT (ELPAC) and can prove mastery of the Common Core Standards at "basic" level or above.

After a student has been redesignated to R-FEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of R-FEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they will receive additional intervention services from the Intervention Teacher.

Reclassifying English Learners with Disabilities

The reclassification criteria apply to EL students with Disabilities being reconsidered for reclassification; however, a CMA-ELA score (or the current modified state accepted assessment) of Basic or higher may substitute for the SBAC –ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Specialized Services for English Learners with Disabilities

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities will receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD.

In order to determine whether a student is making adequate progress in ELD, the IEP team will assessments used by the classroom teacher and others appropriate for the student's disability. If the

student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use appropriate assessments as noted in the IEP, as well as classroom assessments and the student's progress toward meeting their IEP language development goals.

Section 3: Progress Monitoring, College Readiness, Program Effectiveness, Professional Development

The school's use of achievement data will be the leading driver in making instructional and professional development decisions as it relates to English Learners. The school will analyze the achievement data by subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments. The results from the Smarter Balance Assessment Consortium and the English Language Progress Indicator on the new CA School Dashboard will also be reviewed with the School Site Council and English Language Advisory Council, which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

Progress Monitoring

English Learners will have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Response to Intervention (RtI) team and our Cycles of Inquiry. Additionally, ELs will be monitored on their mastery of the English Language Development Standards. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

College Readiness Measures for English Learners

College readiness at Aspire is measured by several different metrics:

- ACT: Scoring 22+ on English and 23+ on Math
- SBAC: Level 3 meeting on both ELA and Math
- Pass any college course or Pass any AP exam
- Participate in an SEL program

Although Advanced Placement classes are sometimes offered at the school, Aspire's secondary schools are all Early College High Schools. Emphasis is placed on students accruing real college credits rather than hoping they will be granted through an AP test. All English Learners receive support to take these courses. High school teachers have pre-designated time to support ELs struggling with this requirement. Since college classes do not meet every day, Monday through Friday, the days when college classes are not held are designated for specialized support. A teacher would be available to support the student on unfamiliar vocabulary, writing instruction or whatever content the English Learner was not able to manage. Data for scoring college ready by every metric is disaggregated by subgroups including English Learners annually to identify any patterns or needs before the master schedule is created at our secondary schools.

Monitoring and Evaluation of Program Effectiveness

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

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

Monitoring of Professional Development and Implementation of English Language Development strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.

4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

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

The ASLF identifies that the needs of subgroups such as English Learners be specifically addressed in the Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching domains and associated Core Teacher Skills. These same domains include discrete language related to instructional differentiation for subgroups in both lesson planning and classroom pedagogy.

Scores on these indicators inform a principal, Area Superintendent, and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

*Add a funding section and what those funds are used for?

APPENDIX A: PARENT LETTERS

Aspire <Insert School Name Here>
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____ Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312[e][3][A])

Language Assessment Results

| Domain | English Language Proficiency Assessment | Primary Language Proficiency Level Test: Date Administered: |
|----------------|---|--|
| Listening | | |
| Speaking | | |
| Reading | | |
| Writing | | |
| Overall | | |

Based on results of the English language proficiency assessment, your child has been identified:

- English learner (EL)**
- Initial Fluent English Proficient (IFEP)**

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s reclassification criteria are listed below.

| Required Criteria (EC Section 313[f]) | LEA Criteria [District inserts local board-approved reclassification criteria] |
|---|---|
| English Language Proficiency Assessment | |
| Teacher Evaluation | |
| Parental Opinion and Consultation | |
| Comparison of Performance in Basic Skills | |
| | Optional: Other district criteria |

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>

Aspire <Insert School Name Here>
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____ Student
 ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A])

Language Assessment Results

| Domain | English Language Proficiency Assessment | Primary Language Proficiency Level |
|----------------|---|--|
| | | Test: Date Administered: (Optional) |
| Listening | | |
| Speaking | | |
| Reading | | |
| Writing | | |
| Overall | | |

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s reclassification criteria are listed below.

| Required Criteria (EC Section 313[f]) | LEA Criteria [District inserts local board-approved reclassification criteria] |
|---|---|
| English Language Proficiency Assessment | |
| Teacher Evaluation | |
| Parental Opinion and Consultation | |
| Comparison of Performance in Basic Skills | |
| | Optional: Other district measures |

Academic Achievement Results

| Skill Area | Smarter Balanced Assessment (SBAC) or Local Measures | Other Measure |
|-----------------------|---|---------------|
| English Language Arts | | |
| Mathematics | | |

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>

APPENDIX B: PACING GUIDES/LESSON PLANS/MODULES

Secondary ELD Lesson Template

Designated ELD

| | | | | |
|--|-------------------------------|-----------------------------|------------------|----------------|
| Course: Academic Literacy 3 | Text: Ready for Marcos | Text Level: Bridging | | |
| Specific Student Considerations (IEP, 504, SST, etc): | | | | |
| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: |

| | | | | |
|--|---|--|---|---|
| <p>ELD Objective:</p> <p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a)</p> | <p>ELD Objective:</p> <p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: define story elements (exposition, key events, and resolution) and identify each element using details from <i>Ready for Marcos</i> (PII7.1)</p> | <p>ELD Objective:</p> <p>SWBAT: use affixes to determine the meaning of specific vocabulary words (PI 7.1c)</p> <p>SWBAT: participate in a small group discussion and express an opinion about the main character (PI7.1, PI 7.11b)</p> | <p>ELD Objective:</p> <p>SWBAT: define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)</p> <p>SWBAT: re-read the specific text and identify examples of each story element and discuss how those specific elements affect the overall development of the story (PII 7.1, PI 7.6a)</p> | <p>ELD Objective:</p> <p>SWBAT: Define synonym and find examples of related synonyms using <i>Ready for Marcos</i> (PII 7.2a)</p> <p>SWBAT: Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a)</p> |
|--|---|--|---|---|

| | | | | |
|--|--|--|--|--|
| <p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>vivacious, covertly, replica, subtle</u></p> | <p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>gazed, surging, remarkable</u></p> | <p>Vocabulary Instruction:</p> <p>Define common affixes (chart) and have students determine part of speech and meaning using affix of word in context: <u>walked, quickly, unkind, listening, restart</u></p> | <p>Vocabulary Instruction:</p> <p>Define story elements (<u>character, plot, conflict, static character, dynamic character, dialogue</u>) and create a visual representation for each word.</p> | <p>Vocabulary Instruction:</p> <p>Define the word <u>synonym</u> and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p> |
|--|--|--|--|--|

| | | | | |
|--|---|--|--|--|
| <p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. First Read: teacher reads aloud 2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list) 3. Re-read for pronouns and attach to nouns to deepen comprehension | <p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. define story elements (exposition, key events, resolution) 2. Model finding exposition 3. students read independently to find key events and resolution | <p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Provide and define modal verbs (ex: possibly/likely, could/would/should) 2. Question: Is it right for Monica to have more responsibilities 3. Partner/small group debate and use academic vocabulary and evidence from the text. | <p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Re-read the text and find specific examples of each story element 2. Discussion question: how does the combination of each element create an interesting story? 3. What would happen if Marcos was a dynamic character as well? How would that affect the story? | <p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Model personal writing about making a tough decision in life 2. Students write answer to: Narrate a time you had to make a difficult decision. What was the outcome? Use pronouns and synonyms to create cohesion 3. Students write short response 5 |
|--|---|--|--|--|

Secondary ELD Lesson Template
Designated ELD

| | | | | | |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| Course: | | Text: | | Text Level: | |
| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: | |
| Specific Student Considerations (IEP, 504, SST, etc): | | | | | |
| ELD Objective: | ELD Objective: | ELD Objective: | ELD Objective: | ELD Objective: | |
| Vocabulary Instruction: | Vocabulary Instruction: | Vocabulary Instruction: | Vocabulary Instruction: | Vocabulary Instruction: | |
| Instructional Sequence: | Instructional Sequence: | Instructional Sequence: | Instructional Sequence: | Instructional Sequence: | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

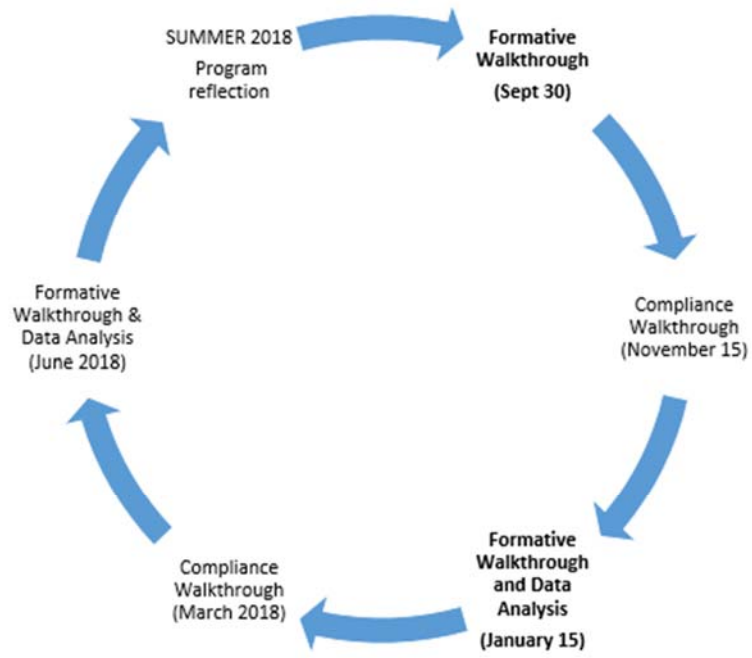
ELL Planning for Secondary 17-18

| Course | Level | | m | anning | ng Look Fors: |
|------------|--|-----|---|---|--|
| Literacy 1 | s ls 1 – 2 <i>cludes SPED on</i> <i>ack</i> | day | l text with supports Sync – Use “Bridging” | e site template have ELD objective tied to rds T have explicit vocabulary T explicitly model language d to ELD objective | level text tied to core bjective based on ELD age skills ulary instruction sson Plans with ELD |

| | | | | | |
|------------|----------------------------------|---------|--|---|--|
| Literacy 2 | Core in Listening & Speaking 1-3 | day | <p>all text with supports</p> <p>Sync – Use “Bridging”</p> <p>in oral language & listening</p> | <p>ELD standards focused on</p> <p>ive, productive standards</p> <p>have ELD objective tied to</p> <p>ards</p> <p>T have explicit vocabulary</p> <p>T explicitly model language</p> <p>d to ELD objective</p> | <p>ion of formative data</p> <p>reading data (STAR or</p> <p>just groupings</p> |
| Literacy 3 | Domains Listening & Speaking 4-5 | day | <p>all text (Ex: Study Sync –</p> <p>ling Text)</p> <p>riting skills</p> | <p>standards, focus on reading &</p> <p>have ELD objective tied to</p> <p>ards</p> <p>T have explicit vocabulary</p> <p>include written language</p> | |
| ELD | 5 | classes | <p>n reading skills,</p> <p>acquisition, Bricks &</p> <p>ed to content area</p> <p>l text</p> | <p>have ELD objectives tied to</p> <p>ards within lesson</p> <p>“Bricks & Mortar” supports</p> <p>EL Achieve</p> | <p>v data on EL groups in</p> <p>ire assessments</p> <p>s of scaffolding (from</p> |

Monitoring Plan

Monitoring Plan for Designated EL rollout 17-18



Part I: Quick and Basic 504 Process Procedures

Pre-Meeting Process Steps (Before any meeting takes place)

- 1) Referral comes in from SST/RtI/Parent OR annual 504 is due
- 2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
- 3) Data gathered on disability and impact on educational access
- 4) Meeting Scheduled (within 30 days of permission received back from parents)
- 5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Review of data/evidence of disability
- 5) Review of data/evidence of impact of disability on a major life function
- 6) Eligibility decision: do they qualify for a 504? Yes or no.
- 7) Parent agreement or disagreement (refer to Director of Student Services)
- 8) Signatures and documentation, next 504 scheduled
- 9) Accommodation plan created (checklist for this in next section)
- 10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

504 Accommodation Plan Process Steps (done at least annually)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of plan checked (initial or review)
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Data/Information Reviewed
- 5) Write the plan
- 6) Parent agreement or disagreement (refer to Director of Student Services)
- 7) Signatures and documentation
- 8) Plan implementation, progress monitoring and review scheduled

Discipline Steps for Students with 504s

- 1) Student with 504 referred for discipline
- 2) Determine if Manifestation Determination documentation necessary
- 3) Determine if behavior part of/because of the student's qualifying disability
- 4) Review 504 Plan for student
- 5) Gather data on repeat behaviors
- 6) Determine if behavior is result of 504 not being correctly implemented
- 7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
- 8) If discipline not related to disability, document steps and continue with normal school procedures

Need more information on any of these steps? Check out the other process and procedure guides!

Section 504 Process and Procedure Guide: Introduction

Let's be honest, 504s can be complicated, confusing and often anxiety producing. The goal of this guide is to give step by step directions for the 504 process to alleviate these things on a basic level. The 504 decision process will still be a difficult one as each student's needs will be different, but 504 compliance is directly related to how well a school follows proper procedures during the 504 process.

What this guide will not do, what no guide can do, is tell you exactly when a child will qualify for a 504 or what accommodations to give to a child based on their particular disability. Each child is different and his or her disability may affect them differently. For example, two girls with ADHD in second grade may have drastically different needs. One may be able to access her education with basic classroom accommodations, the other may require more significant accommodations and a 504 plan.

The final decision around what 504 protections may be required rests on your 504 team and their experience as educators, which is one of the strengths you bring to this process.

Please see the next page for the sections of this guide, but as always, if you have a particular concern, complicated 504s, questions about your SST process or anything else, please contact the Aspire Director of Student Services and we will be happy to help!

Part I: Basic 504 Process Procedures

The basic steps in the 504 process for those of you who feel confident in your ability to administer 504s

Part II: Detailed 504 Process Procedures

504 process steps broken down into their detailed components for new 504 administrators or those who are in need of a 504 refresher.

The process is color-coded according to the following scheme.

Pages 1-3, 7 **Pre - 504 Meeting Process Steps**

Pages 4-6 **504 Eligibility Determination Meeting Process Steps**

Pages 8-10 **504 Accommodation Plan Process Steps**

Part I: Quick and Basic 504 Process Procedures

Pre-Meeting Process Steps (Before any meeting takes place)

- 1) Referral comes in from SST/RtI/Parent OR annual 504 is due
- 2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
- 3) Data gathered on disability and impact on educational access
- 4) Meeting Scheduled (within 30 days of permission received back from parents)
- 5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Review of data/evidence of disability
- 5) Review of data/evidence of impact of disability on a major life function
- 6) Eligibility decision: do they qualify for a 504? Yes or no.
- 7) Parent agreement or disagreement (refer to Director of Student Services)
- 8) Signatures and documentation, next 504 scheduled
- 9) Accommodation plan created (checklist for this in next section)
- 10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

504 Accommodation Plan Process Steps (done at least annually)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of plan checked (initial or review)
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Data/Information Reviewed
- 5) Write the plan
- 6) Parent agreement or disagreement (refer to Director of Student Services)
- 7) Signatures and documentation
- 8) Plan implementation, progress monitoring and review scheduled

Discipline Steps for Students with 504s

- 1) Student with 504 referred for discipline
- 2) Determine if Manifestation Determination documentation necessary
- 3) Determine if behavior part of/because of the student's qualifying disability
- 4) Review 504 Plan for student
- 5) Gather data on repeat behaviors
- 6) Determine if behavior is result of 504 not being correctly implemented
- 7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
- 8) If discipline not related to disability, document steps and continue with normal school procedures

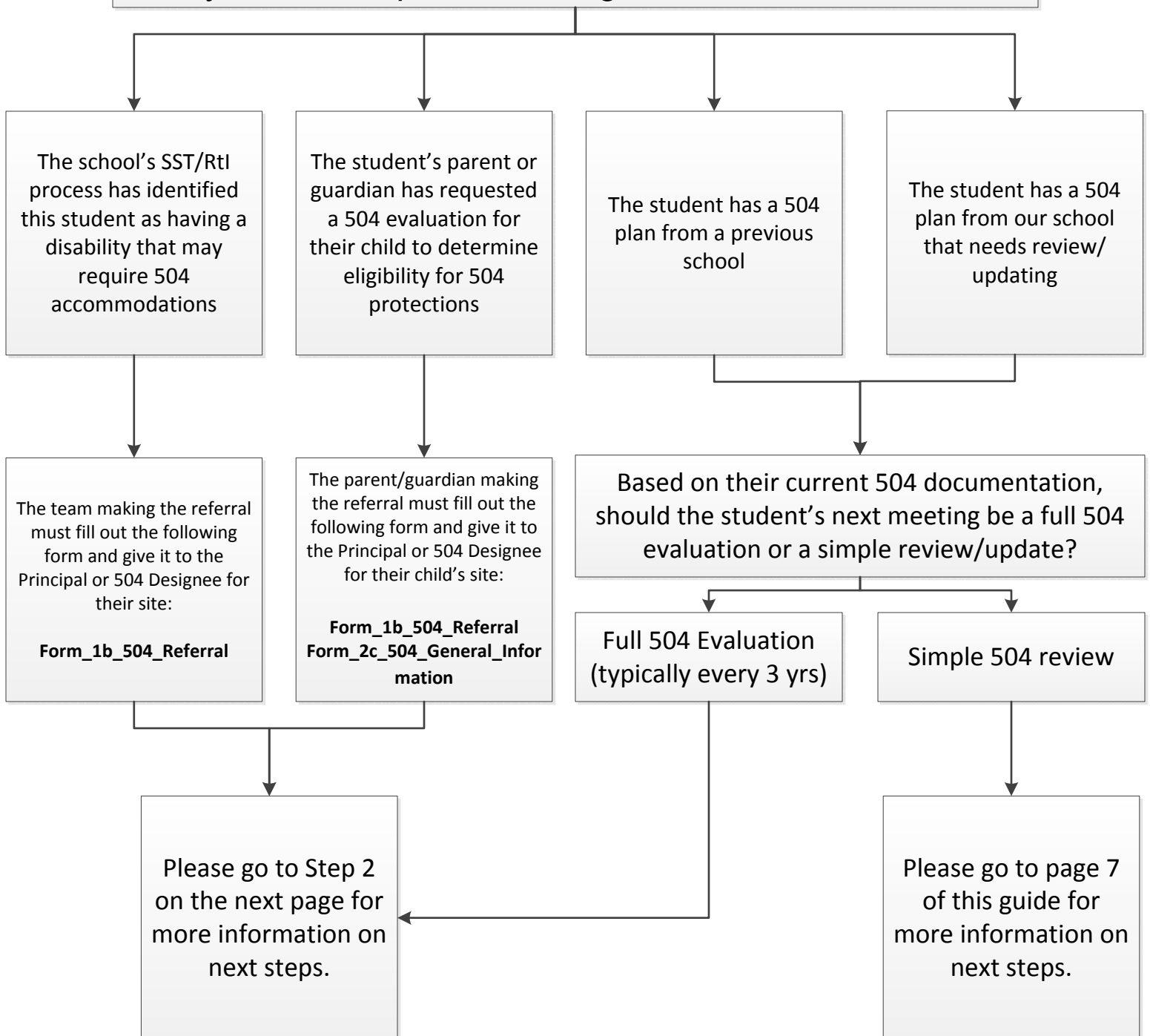
Need more information on any of these steps? Check out the other process and procedure guides!

Pre - 504 Meeting Process Steps

There are actually steps before you jump into a 504 meeting for a student. The Pre-Meeting Process steps are typically related to referrals and permissions and are vital to the 504 documentation process.

Step 1: 504 Referral

Why is the 504 process being started for this student?



Step 2: Determine Evaluation Evidence Needed

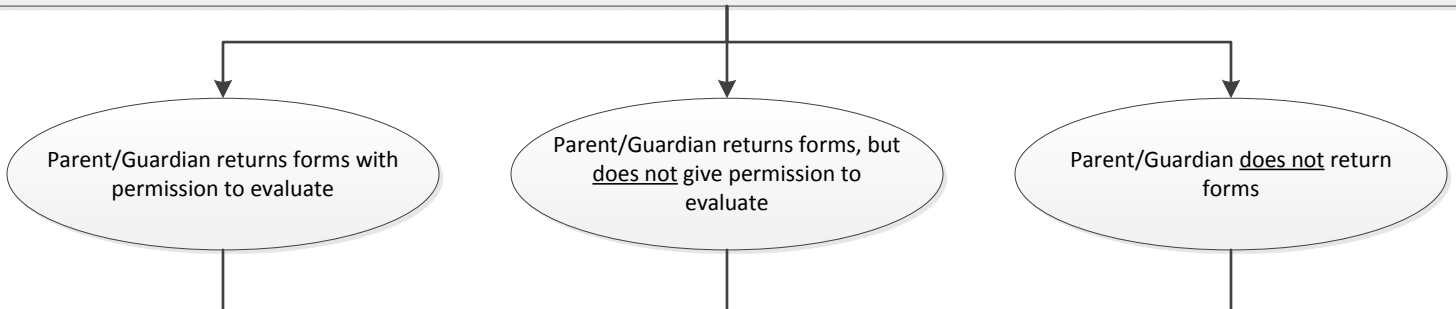
Once the 504 designee receives the referral for new 504s/notice of an existing 504 evaluation, he/she must determine what types of evaluative materials are needed for the 504 team to effectively determine eligibility.

- Transcripts/Grades/Test Scores - Attendance - Classroom observations - Teacher Reports - Educational reports
- Non-classroom observations (cafeteria, play-yard, etc.) - Discipline data
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)
- Information from outside professionals familiar with student (must have signed Authorization from parent)

Step 3: Parent Permission for Evaluation

The 504 designee has **10 school days** from time of referral/notice to send the following to the parents to get permission for specific evaluation evidence and speak to outside professionals. Documents should be in parents' primary language:

Form_2a_504_Parent_Permission
Form_2c_504_General_Information
Form_2d_504_Release_of_Information



Step 4: Meeting Scheduling and Parent Invitation

Once the parent returns the form to the school, schedule the 504 Team to meet for a 504 Eligibility Determination.

Meeting should be scheduled for within **30 school days** of receiving permission to evaluate.

Send an invite to the parent/guardian using the following form:

Form_4_504_Parent_Invite

Evaluation for a 504 Plan and protections **cannot occur** without parental consent.

Send the following form to the parents:

Form_2e_504_Parent_Permission_Refusal

Continue to support the child using regular school-based accommodations.

Place copies of all documents in 504 evaluation folder for the student.

Evaluation for a 504 Plan and protections **cannot occur** without parental consent.

Document attempts to contact parents.

At **30 days**, send the following to the parents:

Form_2e_504_Parent_Permission_Refusal

Continue to support the child using regular school-based accommodations.

Place copies of all documents in 504 evaluation folder for the student.

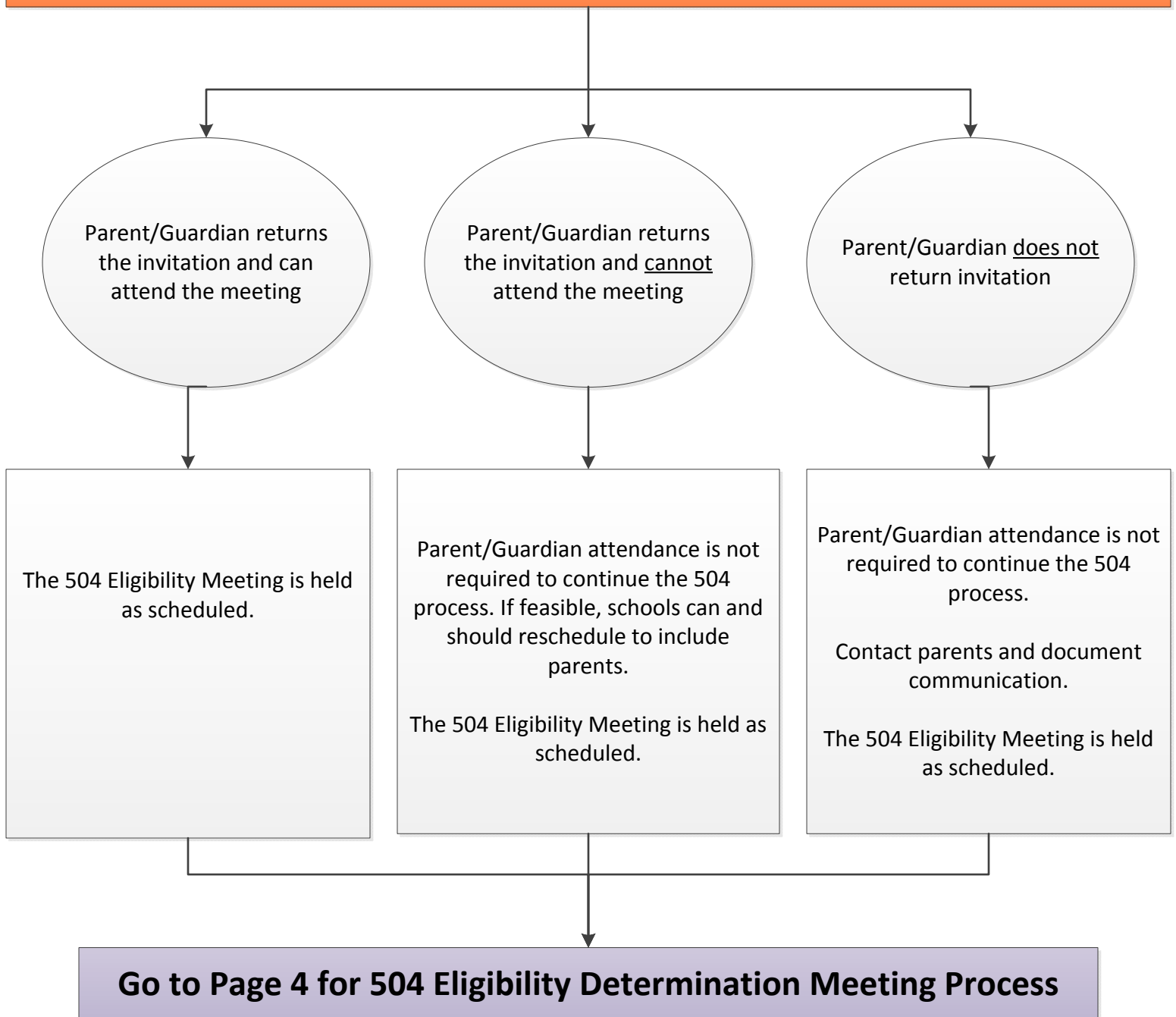
Continue to page 3 for next steps.

Step 5: Gather Data on Disability and Impact on Educational Access

Between time permission to evaluate is given by parent and before the 504 meeting, members of the 504 teams should gather pertinent data about the child's educational access. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores
- Attendance
- Classroom observations
- Teacher Reports
- Non-classroom observations (cafeteria, play-yard, etc.)
- Discipline data
- Educational reports
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)
- Information from outside professionals familiar with student (must have signed Authorization from parent)

Step 6: Final Scheduling the Meeting



504 Eligibility Determination Meeting Process Steps

The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form_5a_504_Eligibility Determination to determine whether or not there is documented evidence of the following:

1) The student has a diagnosed disability

AND

2) This disability directly and substantially affects the students ability to access school activities or curriculum

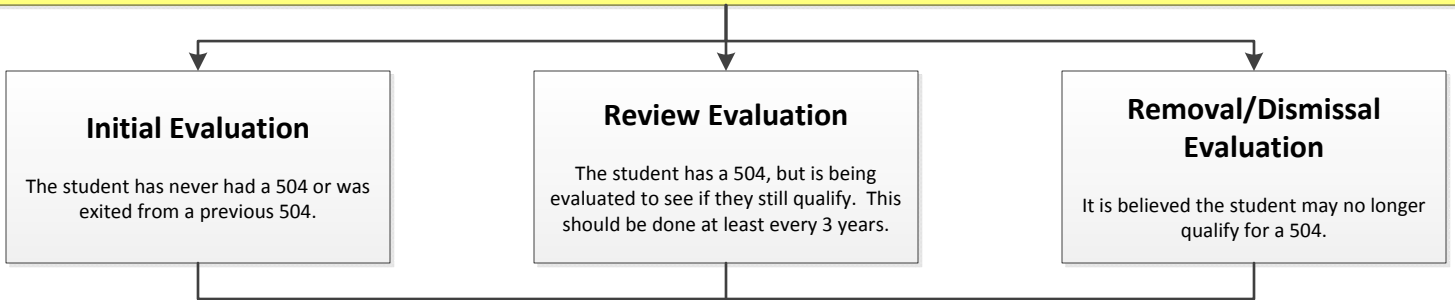
If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone 😊

For all 504 Eligibility Determinations, the following form should be used:
Form_5a_504_Eligibility_Determination_form

Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

Step 2: Check correct box for the purpose of the meeting



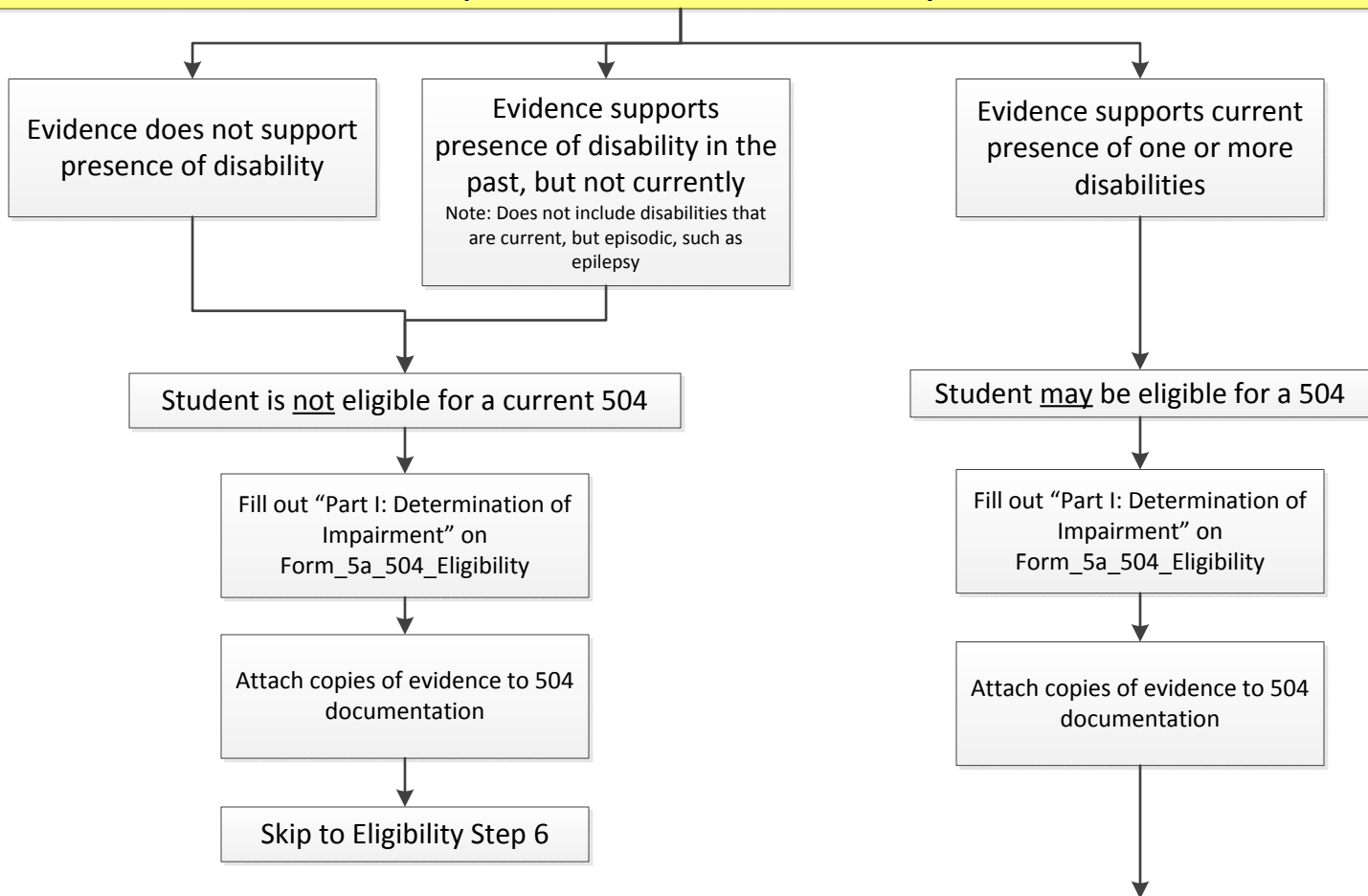
Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights
This form prints out at the end of Form_5a_504_Eligibility document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5a_504_Eligibility_Determination that they have received their Due Process Rights

Continue to page 5

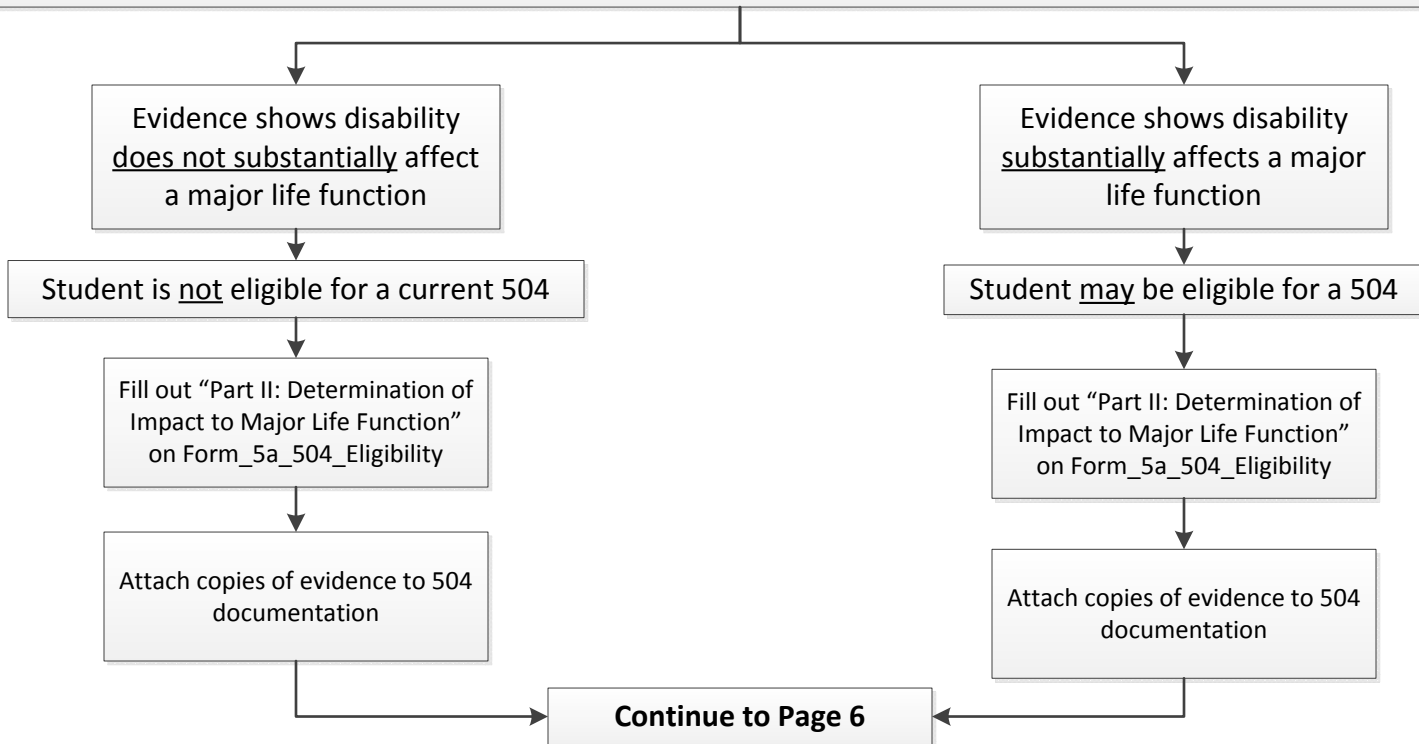
Step 4: Review the Evidence of Disability



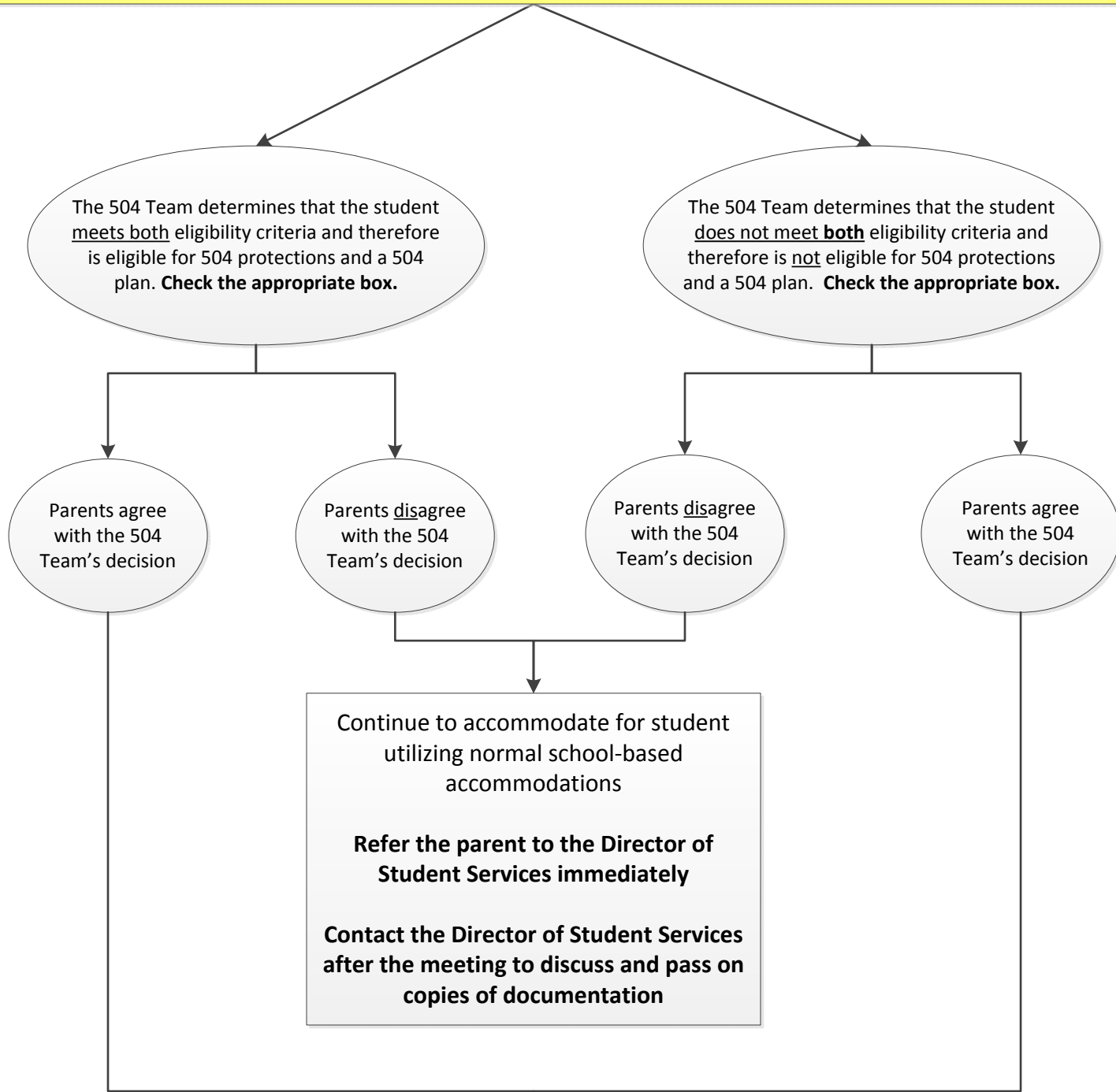
Step 5: Review Evidence of Impact of Disability on a Major Life Function

In reviewing the evidence, the 504 team must determine whether or not the evidence shows that the disability substantially affects a major life function compared to that of the average student in the general population.

Additionally, the impact must have been in evidence for at least 6 months



Step 6: 504 Eligibility Decision



Step 7: Signatures and Documentation

- Dates for future review are determined
 - All parties sign the 504 document.
 - Copies of all 504 documentation is kept on file for the student in both the student's cumulative file and a separate 504 file.

Parents refuse to sign 504 Evaluation document. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services

Continue to page 8 for 504 Accommodation Plan if student qualifies for a 504

504 Accommodation Plan Review Process Steps

For students who need their 504 plan reviewed, but do not require a full 504 evaluation update, the following steps should be taken to review the 504 plan and determine changes.

Pre-504 Meeting Step 2: Meeting Scheduling and Parent Invitation

- 1) The 504 team schedules a 504 Plan Review.
- 2) Send an invite to the parent/guardian using the following form:

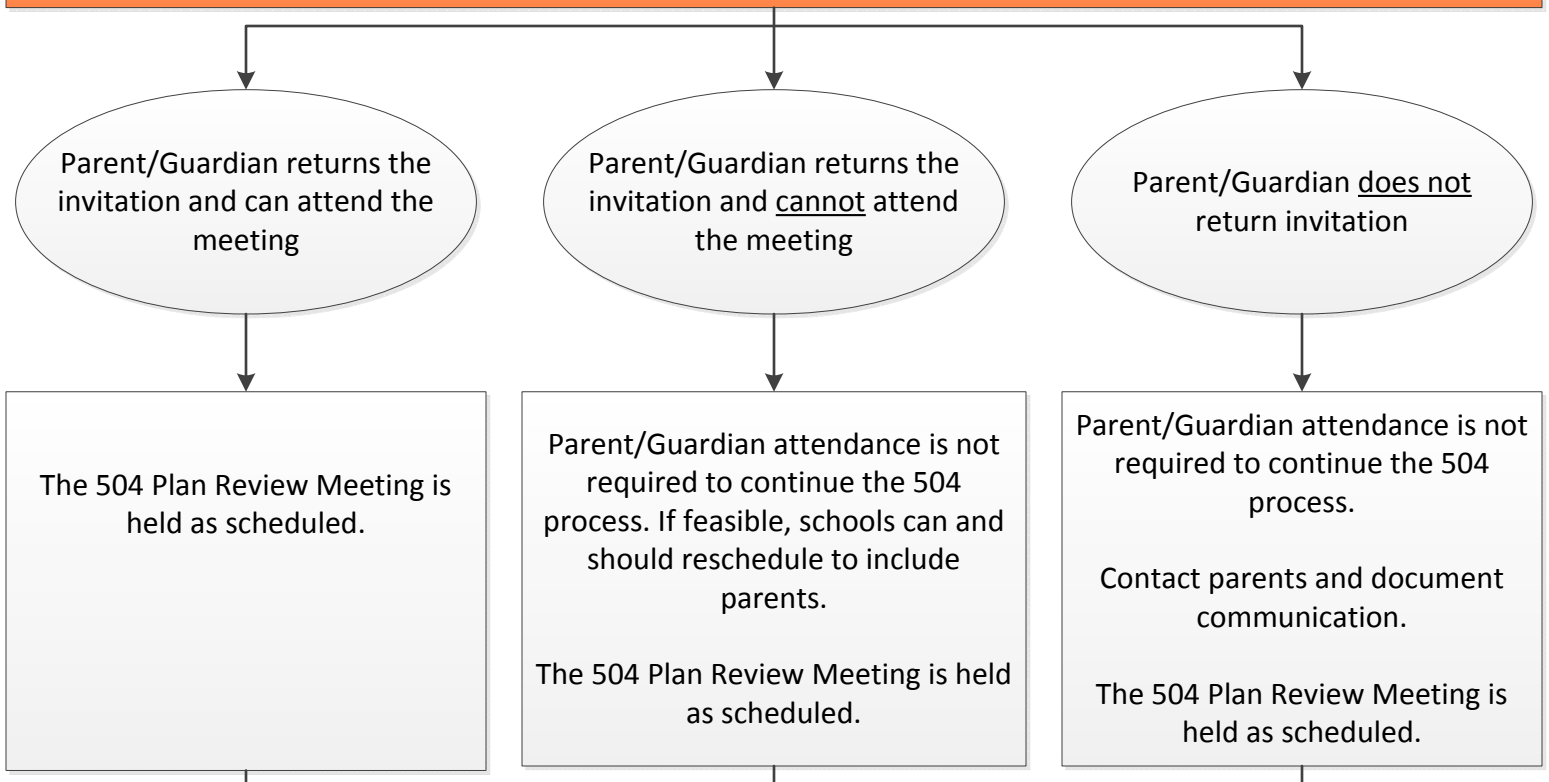
Form_4_504_Parent_Invite

Pre-504 Meeting Step 3: Gather Data on Accommodation Implementation and Successes/Concerns

Members of the 504 teams should gather pertinent data about the current 504 accommodations written into the student’s plan and the success of those accommodations. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores
- Attendance
- Classroom observations
- Teacher Reports
- Non-classroom observations (cafeteria, play-yard, etc.)
- Discipline data
- Educational reports
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

Pre-504 Meeting Step 6: Final Scheduling the Meeting



Go to Page 8 for 504 Accommodation Plan Process Steps

504 Accommodation Plan Process Steps

The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies)
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
- 3) Accommodations must alleviate barriers to student access of education
- 4) Accommodations are not required to address specific academic achievement

If you have questions about the basics of 504 accommodations, please contact the Director of Student Services! You are not alone ☺

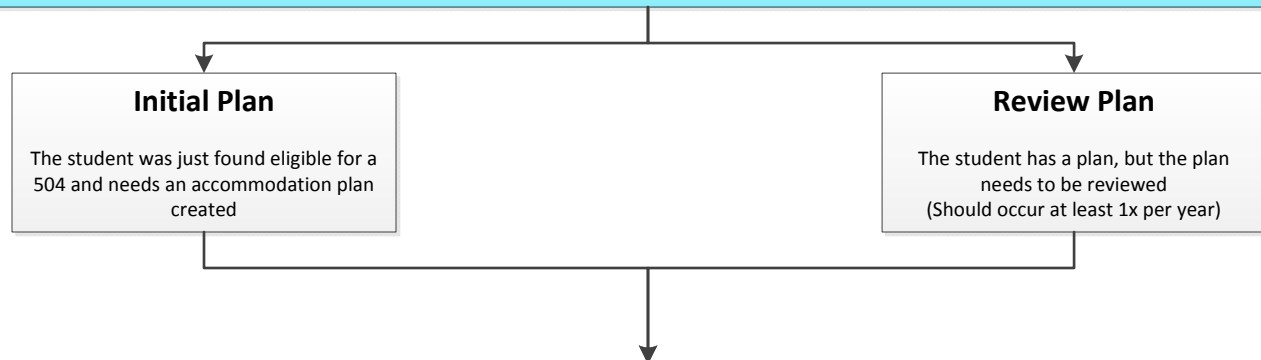
For all 504 Accommodation Plans, the following form should be used:

Form_5b_504_Plan

Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

Step 2: Check correct box for the purpose of the meeting



Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form_5b_504_Plan document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5b_504_Plan that they have received their Due Process Rights

Continue to page 9

Step 4: Data/Information Reviewed

The 504 team reviews data/evidence for each proposed/current accommodation and determines what accommodations are necessary to help ameliorate the student’s disability’s affect on his/her access to education. Accommodations must be grounded in data in order to ensure proper progress monitoring.

Step 5: Writing the Plan

The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies) and based on data
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
- 3) Accommodations must alleviate barriers to student access of education
- 4) Accommodations are not required to address specific academic achievement

The 504 team writes an accommodation plan based on recommendations from the team and available and pertinent evidence from other sources.

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

Contact the Director of Student Services after the meeting to discuss and pass on copies of documentation

Step 5: Signatures

All parties sign the 504 document. Copies of all 504 documentation is kept on file for the student in both the student’s cumulative file and a separate 504 file.

Parents refuse to sign 504 accommodation plan. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student’s cum file and separate 504 file. Refer parents to the Direct of Student Services.

Continue to page 10

Step 6: Plan Implementation

Once the plan has been written and signed by the team, it needs to be implemented as written. The steps for implementation include:

- 1) Holding a team meeting to inform all necessary staff of their role in implementation and giving them a copy of the 504 accommodation plan only
- 2) Training staff on necessary accommodations that require it (ex: how to use an epi-pen or necessary procedures if a student has a seizure)
- 3) Provide teachers and staff with necessary resources to create/maintain accommodations (ex: if teacher needs to wear an FM transmitter for a student with limited hearing, providing the equipment to the teacher).

Step 7: Progress Monitoring/Review

Part of the accommodation plan is also the progress monitoring/review of the plan AND it's implementation. Scheduled reviews should be written into the 504 plan.

When the deadline for progress monitoring/review is coming up, go to page 1 of this guide:

Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

The student has a 504 plan from our school that needs review/ updating

AGREEMENT FOR PARTICIPATION

EL DORADO COUNTY CHARTER SELPA

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education, and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide

local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA RESPONSIBILITIES AND DUTIES:

The LEA as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
- G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA;
- H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA;
- I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;

- J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
- K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
- N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
- O. Designate a person to represent the LEA on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- P. Designate a representative for the LEA to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- Q. Designate the LEA Superintendent/CEO or School Leader by whatever name designated to represent the LEA on the Charter CEO Council to supervise and direct the implementation of the Plan;
- R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
- S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
- T. Each LEA shall annually provide RLA with LEA's annual audit report, as conducted according to Education Code Section 47605(b)(5)(I). Annual submission shall be made annually, no later than January 31st. LEA further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA shall notify RLA and provide the RLA with a copy of the report.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA to

compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;

- B. Coordinate with LEAs in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA and the AU, including providing such contractual agreements as may be required;
- F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
 - 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
 - 2. Coordinating the implementation of the transportation for special education pupils;
 - 3. Coordinating the system of data collection, management, and evaluation;
 - 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
 - 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
 - 6. Developing interagency referral and placement procedures; and,
 - 7. Evaluating the effectiveness of special education programs.
- G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
- H. Provide for regular inservice training for AU and LEA staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
- I. Provide the method and the forms to enable the LEA to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
- J. Provide reasonable assistance to the LEA upon request from LEA administration, or individual cases, including but not limited to:
 - 1. Complaint issues;
 - 2. Hearing issues; and
 - 3. Identification of appropriate programs for specific pupils.
- K. Perform other services reasonable and necessary to the administration and coordination of the Plan;

- L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
- M. Schedule a public hearing at the County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

- A. Consistent with this Agreement each LEA shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA.
- B. No LEA member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA.
- C. The managerial prerogatives of any participating LEA shall not be infringed upon by any other participating LEA except upon mutual consent of an affected LEA(s), or unless as otherwise set forth by this Agreement.
- D. This agreement is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.
Any member LEA may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 - 1. Prior initial written notice of intended termination to the RLA of at least one year, and
 - 2. final written notice of termination to the RLA no more than six months after the LEA's initial notice of intended termination.
 The RLA County Superintendent of Schools may terminate any member LEA's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 - 1. Prior initial written notice of intended termination to the LEA of at least one year, and
 - 2. final written notice of termination to the LEA no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
- F. In accordance with their needs the LEAs and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
- G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
- H. The LEAs and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special

Education in each LEA and in the AU will be responsible for the daily operation of their respective programs.

- I. The student program placement is and shall remain the responsibility of the respective LEA. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and county board policies and the respective charter, SELPA and county procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.
- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA or AU. Each LEA and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA or in the RLA as the case may be. All LEAs shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the County Board of Education. This document shall be provided to the CEO Council as an information item.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA member warrants and represents that at no time during such LEA's membership in the El Dorado County Charter SELPA shall any such LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds for non-public agency or non-public school purposes for the benefit of children served.

STANDARD OF CONDUCT

Each LEA, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

Each LEA (charter school member) shall be responsible for holding harmless, indemnifying and defending the RLA and each other LEA (charter school member and the El Dorado County Charter SELPA) from any and all claims, charges, demands, suits, costs of any kind or nature arising out of or related to the LEA's duties and responsibilities under this agreement except to the extent that such suit arises from the RLA's negligence.

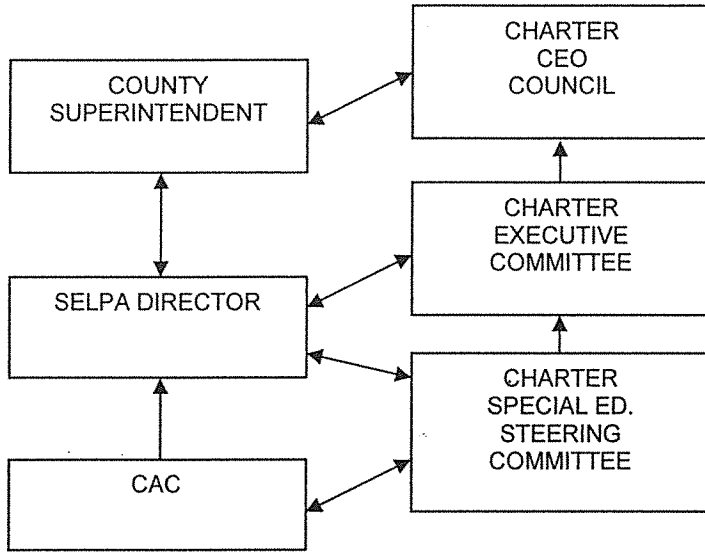
Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

El Dorado County Charter SELPA

Charter Education SELPA Flow Chart

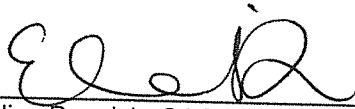


In witness the parties have executed this agreement this _____ day of _____, 2010.

CHARTER SCHOOL APPROVAL

ASPIRE – East Palo Alto Charter School

Date: 5-19-2010



Elise Darwish, CAO
ASPIRE

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

Date: _____

Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: _____

Terena Mendonca, Associate Superintendent
El Dorado County Office of Education

Date: _____

Emi Johnson, Charter SELPA Director
El Dorado County Office of Education

El Dorado Charter Special Education Local Plan Area

VICKI L. BARBER, Ed.D., Superintendent
EMI JOHNSON, SELPA Senior Director

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY(LEA) ASSURANCE STATEMENT

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate

amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))
(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)
(Federal requirement for State Education Agency only)**

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the East Palo Alto Charter Academy (insert District name), at its regular meeting on June 17th 2010 (date), approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 17 day of June, 20010.

Yeas: 4 Nays: 0

Signed: [Signature] JONATHAN FAUSTINE, CEO
Print Name and Title

SELPA ADDITIONAL ASSURANCES.

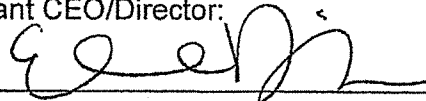
Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances _____

Signature of Applicant CEO/Director: _____

Name



Date

6-7-2010

Jonathan Garfinkel, Board Chair, TPG Capital

Jonathan Garfinkel is a Partner of TPG, a global alternative asset investment firm. At TPG, he focuses on corporate development, compensation and human resources, having spent the majority of his career working on private equity transactions. He is a member of the Advisory Council of the Stanford Graduate School of Education, and has been actively involved in the LEAD Commission on digital learning. He holds a BA in Economics, an MBA and an M.Ed., all from Stanford University.

Jim Boyd, Executive Director, Pyramid Peak Foundation

From his work as a church leader to non-profit president to running a charitable foundation, Jim Boyd's career has been marked by his spirit of service. Since October 2011, he's been Executive Director of the Pyramid Peak Foundation in Memphis, focusing on public education and the challenges facing women. Jim studied political science at Vanderbilt University, attended Episcopal seminary in Washington, DC and was ordained in 1977. Prior to his work at The Pyramid Peak Foundation, Jim established urban ministries in Memphis, led churches in Fayetteville, NC and Salem, OR, and served as president of BRIDGES, a Memphis youth leadership organization.

Warren Felson, Private Investor

Warren Felson has been managing family investments since 2000. He lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. Mr. Felson was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

Nisa Frank, Lower School Division Head, Hamlin School

Nisa Frank is the Lower School Division Head at the Hamlin School, a K-8 girls school in San Francisco. In her current role, she is responsible for the growth, safety, and support of various constituencies, as well as programmatic growth in all-academic and social emotional curriculum. Over the past 15 years, she has spent most of her career in education in New York City where she has been an educator, director of admission, assistant head of preschool and lower school, faculty board member at the Town School in NYC, an active member of various committees dedicated to equity, and remains truly passionate about her role in ensuring that excellence in education is accessible to all. Nisa is a Bay Area native and was born and raised in Berkeley, CA and currently resides in Oakland. She holds a BS in Child and Adolescent Development from San Francisco State University, a MS Ed in Early Childhood Education from Bank Street College of Education, and an MS Ed in Private School Leadership from Columbia University, Teachers College.

Kay Hong, CEO, Torrid LLC

Kay Hong is the Chief Executive Officer of Torrid, a leading women's apparel retailer selling stylish apparel, intimates, accessories and footwear for curvy women sizes 10-30. Prior to Torrid, Kay served as Managing Director with Alvarez & Marsal, a global advisory firm, where she was a member of its

Executive Committee. At Alvarez & Marsal, Kay specialized in providing C-level interim management for retail companies in distress as well as leading performance improvement initiatives for financially healthy companies. She holds a BS from Stanford University and an MBA from Harvard Business School. She lives in the Los Angeles area.

Leslie Parker Hume, Historian

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently co-chairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979. Leslie is married to George H. Hume, the President and CEO of Basic American Foods. They have a son, Parker Hume, and a daughter, Lilah Hume.

Beth Hunkapiller, Educator & Administrator

Beth Hunkapiller is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. Mrs. Hunkapiller is a 19-year member of the Board of Education of the San Carlos School District Board of Trustees. She is also a founder of the San Carols Charter Learning Center, the first school to receive a charter in California. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from the University of Southern California.

Joaquin Torres, Deputy Director at the San Francisco Office of Economic and Workforce Development

Joaquin Torres is the Deputy Director at the San Francisco Office of Economic and Workforce Development where he leads Mayor Lee's Invest In Neighborhoods Initiative leveraging city resources across city departments to maximize positive economic and social impact in our neighborhoods. He is the President of the San Francisco Housing Authority Commission overseeing the historic rehabilitation re-envisioning of public housing. Joaquín also serves on the board of SPUR and the Board of Trustees for A.C.T. (American Conservatory Theatre). Prior to these appointments, Joaquin served as Director of the Mayor's Office of Neighborhood Services (MONS) under Mayor Edwin M. Lee. Under former Mayor Gavin Newsom, Joaquin served as the Liaison to the Latino and American Indian communities and to districts nine and eleven. Joaquin is a graduate of Stanford University and New York University's Tisch School of the Arts. He lives in the Outer Mission.

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND CA 94612-2820

**Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201**

Person to Contact:

Ms. Lumpkins # 31-08344
Customer Service Representative

Toll Free Telephone Number:
877-829-5500

Federal Identification Number:
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

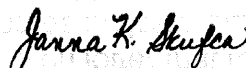
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

2158316

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is University Public Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.


FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

| Name | Address |
|---------------|--|
| Don Shalvey | 131 Kelton Avenue, San Carlos, CA 94070 |
| Reed Hastings | 604 Lighthouse Avenue Santa Cruz, CA 95060 |
| Bill Jackson | 965 Mission Street, Suite 650 San Francisco, CA 94103 |

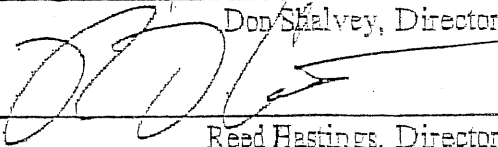
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

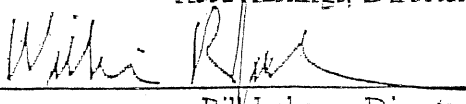
Date: 12/21/98



Don Shalvey, Director



Reed Hastings, Director



Bill Jackson, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Date: 12/21/98

Don Shafray
Don Shafray, Director

Reed Hastings
Reed Hastings, Director

Bill Jackson
Bill Jackson, Director



A0551743

ENDORSED FILED
in the office of the Secretary of State
of the State of California

SEP 8 2000

BILL JONES, Secretary of State

CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION OF
UNIVERSITY PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."
3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2000.

Don Shalvey

Don Shalvey
Chief Executive Officer

Sayed Darwish

Sayed Darwish
Secretary



A0604947

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION OF
ASPIRE PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

NOV 03 2003

KEVIN SHELLEY
Secretary of State

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.
2. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

“The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

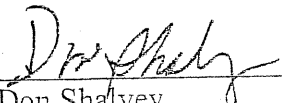
“If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party.”

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

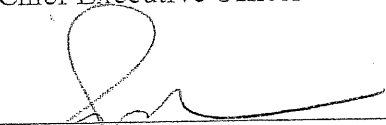
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We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on May 15, 2003.



Don Shalvey
Chief Executive Officer



Gloria Lee
Secretary



2158316

A0742630

FILED *Amended*
Secretary of State
State of California

JUN 24 2013

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CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.

3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.

4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true of our own knowledge.

DATED: 6/20/2013, 2013

James Willcox
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

James Cleveland
James Cleveland, Secretary

ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.



I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 25 2013

Date: _____ *Jm*

Debra Bowen
DEBRA BOWEN, Secretary of State

AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 – 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE 5: DIRECTORS

Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.

Section 5.3 Board of Directors; Term of Office.

(a) The members of the Board of Directors are those persons whose names are attached to these Bylaws as Exhibit A. The Directors shall each serve until the later of the date of Annual Meeting designated beside his or her name in Exhibit A, or the date his or her successor is elected. Subsequent Directors shall be elected by a majority vote of the Directors at each Annual Meeting, including the vote(s) of any Director whose term of office expires with that meeting. A term may not exceed six (6) years.

(b) The Chairperson of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting.

(c) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(d) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(e) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

Section 5.4 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

Section 5.5 Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 5.6 Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 5.7 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President, or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other

than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

Section 5.8 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 5.9 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 5.10 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to

the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

Section 5.11 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 5.12 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.13 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.14 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

Section 5.15 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

Section 5.16 Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

ARTICLE 6: COMMITTEES

Section 6.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such

meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

Section 6.2 Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

Section 6.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

Section 6.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 6.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

Section 6.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 7: OFFICERS

Section 7.1 Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

Section 7.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 7.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

Section 7.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 7.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

Section 7.6 Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be

open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

ARTICLE 8: RECORDS AND REPORTS

Section 8.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

Section 8.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 8.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 8.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;

(e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and

(f) Any other information required under these Bylaws.

The report shall be accompanied by any report of independent accountants or, if there is no such report, by the certificate of an authorized officer of this Corporation that such statements were prepared without an audit from the books and records of this Corporation.

Section 8.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

ARTICLE 9: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 9.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or

proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 9.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

ARTICLE 10: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 10.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the

circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 10.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 11: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 12: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 13: CONSTRUCTION AND DEFINITIONS

Section 13.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

Section 13.2 Electronic Transmission


Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Bylaws consisting of fourteen (14) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 16, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 16, 2012.


By: Stephanie Wilson
Its: Interim Secretary

CONFLICT-OF-INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools** (“**Aspire**”)

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

**APPENDIX A
DESIGNATED POSITIONS**

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|---|-------------------------------------|
| Members of the Governing Board | I, II, III |
| CEO/President | I, II, III |
| Chief Academic Officer | I, II, III |
| Chief Financial Officer | I, II, III |
| Chief Operating Officer | I, II, III |
| Director of Expanded Learning Systems | II, III |
| Director of Finance | II, III |
| Director of Human Resources | II, III |
| Director of Information Technology | II, III |
| Director of Operations | I, II, III |
| Vice President of Education | II, III |
| Director of Strategy and Growth | I, II, III |
| Director of Secondary Program | II, III |
| Director of Special Projects | II, III |
| Director of Special Education | II, III |
| Director of Student Services | II, III |
| Director of Early College High School | II, III |
| Director of School Support Improvement & Sustainability | II, III |
| Director of Talent Strategy | II, III |
| Chief of Staff to the Chief Executive Officer | II, III |
| Director of Development | II, III |
| Financial Analyst | II, III |
| Principals | II, III |
| Area Superintendents | I, II, III |
| Consultants | * |

*Consultants are included in the list of designated positions and shall disclose pursuant categories I, II, and III, subject to the following limitation:

The CEO/President may determine in writing that a particular consultant, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. This determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

APPENDIX B
DISCLOSURE CATEGORIES

Category I:

- (a) Interest in real property which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools operates, or (2) within two miles of the boundaries of any county in which Aspire Public Schools operates, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- (b) Investments in and income (including gifts, loans, and travel payments) from sources which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools operates.
- (c) Investments, business positions in and income (including gifts, loans and travel payments) from sources engaged in the acquisition or disposal of real property within the jurisdiction.

Category II: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type to be utilized by the employee's department.

Category III: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which are engaged in the performance of work or services of the type to be utilized by the employee's department.

For purposes of this conflict-of-interest code:

The term department refers to the agency, Aspire Public Schools, and includes all school locations for the following positions: Members of the Governing Board, CEO/President, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Finance, Director of Operations, Director of Growth and Strategy, and Regional Vice Presidents.

The terms department refers to the specific area of responsibility/section for the following positions: Director of Human Resources, Director Information Technology, Director of Professional Development, Director of Secondary Program, Director of Special Projects, Director of Special Education, Director of Student Services and Financial Analyst.

The term department refers to a specific school for all principal positions.

This is the last page of the conflict-of-interest code for the **Aspire Public Schools**.



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict-of-interest code for the **Aspire Public Schools** was approved on July 28, 2009. This code will become effective on August 27, 2009.

A handwritten signature in black ink, appearing to read "R. Porter", written over a solid horizontal line.

Roman G. Porter
Executive Director
Fair Political Practices Commission

UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees^{1,2}, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Regional Manager of Student Services
Insert Regional Office Address here
Insert Regional Office Phone and Fax Number here

Any pupil fees complaint should be filed with the principal of a school.

¹ A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

² A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the

complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

MEDIATION

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.



College for Certain

UNIFORM COMPLAINT PROCEDURES FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____
Address _____ Apt. # _____
City _____ State _____ Zip Code _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foster/Homeless | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans | <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Education |
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex Sexual Orientation Gender Gender Identity Gender Expression Ancestry
 Ethnic Group Identification Race or Ethnicity Religion Nationality National Origin Age
 Color Mental or Physical Disability Lactating Student
 Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000
 Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
 Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000

Appendix XIII:
Discrimination and Harassment Policy



Discrimination/Harassment Policy

Aspire Public Schools (“Aspire”) shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire’s programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the “Board”) shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire’s “Discrimination/Harassment Complaint Procedure.” Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire’s “Discrimination/Harassment Complaint Procedure.”

Aspire’s “Discrimination/Harassment Policy” and the “Discrimination/Harassment Complaint Procedure” will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to File a Complaint

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
 - The student who is complaining
 - The person accused
 - Anyone who saw the incident or conduct take place
 - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - The Chief Executive Officer or designee
 - The parent/guardian of the student who complained
 - The parent/guardian of the person accused of the discrimination or harassing conduct
 - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - Child protective agencies responsible for investigating child abuse reports
 - Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. In reaching a decision about the complaint, the principal or designee may take into account:
 - Statements made by the persons identified above
 - The details and consistency of each person's account
 - Evidence of how the complaining student reacted to the incident
 - Evidence of past instances of discrimination or harassment by the accused person
 - Evidence of past complaints
 6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
 - How the misconduct affected one or more students' education
 - The type, frequency, and duration of the misconduct
 - The number of persons involved
 - The age and sex of the person accused of harassment
 - The subject(s) of harassment
 - The place and situation where the incident occurred
 - Other incidents at the school, including incidents of discrimination/harassment
 7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
 8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
 9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.



Maricela Montoy-Wilson is in her 9th year at EPACS, having served as a Master, Lead and Mentor Teacher with Aspire's Teacher Residency Program and the Stanford Teacher Education Program, and now Principal. Mari was selected as an America Achieves Fellow and PERTS Fellow, and has been featured on Teaching Channel and Education Week for her work and strong belief in developing students' mindsets and ensuring every child receives the first-rate education they deserve. Mari is passionate about teacher collaboration, and built strong classroom communities rich with critical thinking, discourse, and student autonomy.



Sharon Johnson is an Associate Superintendent for Aspire Public Schools, a charter management organization in the Bay Area region. In 2016, she transitioned to her regional leadership role to operate seven of the eleven Bay Area schools serving over 4,600 scholars in East Palo Alto, Oakland, and Richmond. Sharon started her career with Teach for America in Compton, CA in 1998 after graduating from Northwestern University. She worked in elementary classrooms from primary to upper elementary grade levels in Compton and then East Palo Alto, CA and founded new teacher support networks in her school. Beginning in 2003, she served as Aspire East Palo Alto Charter School (EPACS) Literacy Coach, supporting teacher development and developing the school's instructional program. After earning her Master's degree in Educational Leadership from San Jose State University, Sharon became the Principal of EPACS in 2011. Under her leadership, EPACS outperformed all of the schools in the local district and earned distinction from Innovate Public Schools as one of the top ten schools serving low-income students in the Bay Area.

Currently, in addition to leading the Aspire Bay Area schools in East Palo Alto as Associate Superintendent, Sharon serves as Principal for East Palo Alto Phoenix Academy, Aspire's secondary campus in East Palo Alto. She is a loyal servant and resident of the East Palo Alto community. Sharon is a National Equity Project Fellow and has taught as an Adjunct Professor for Alliant University as well as Aspire's teacher residency program, now called Alder Graduate School of Education. Sharon is a proud single mother of a recently minted adult son, and spends her free time with friends, family and her dog.

She enjoys gardening and travels near and far.



Aspire Student Learning Framework (SY 2017-18)

A tool to support student learning and educator development at Aspire Public Schools



What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (SLF) was created to support student learning and educator development at Aspire. Adapted from TNTP's CORE Teaching Rubric, the SLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

What are the components of the rubric?

There are 4 components of the rubric:

- **Domains:** The rubric includes five discrete domains: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching
- **Essential Question:** The essential questions are the core questions to answer about the particular domain. In an effective teacher's classroom, the answer to each essential question is "yes."
- **Descriptor Language:** Descriptions of each domain are used to differentiate five levels of performance. The rubric uses descriptors that focus primarily on observable student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. These behaviors have been drawn from a variety of sources, including TNTP, Anchorage School District Culturally Responsive Education Continuum, and the Ready for Rigor Framework from Zaretta Hammond's [Culturally Responsive Teaching & the Brain](#). After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

How was the rubric developed?

- After reviewing several research-based rubrics from high-performing CMOs, districts, and other sources, TNTP's Core Teaching Rubric was selected as a foundation for the Aspire Student Learning Framework based on its focus on observable student academic behaviors, alignment with Common Core and other rigorous content standards, and alignment with Hammond's Ready for Rigor Framework.
- A guiding team of regional Aspire leaders and an advisory team of teachers and administrators provided input on TNTP's original rubric and crafted the Culturally Responsive Teaching domain to align with Aspire values and instructional priorities.
- In this version of the rubric, descriptor language and core teaching skills have been coded to illustrate alignment between the rubric and culturally responsive teaching practices.

How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's [Ready for Rigor Framework](#) as a guide to highlight alignment with the rubric domains. Elements of the rubric that directly align with the Ready for Rigor Framework are tagged according to the key at the bottom of each page.

CULTURE OF LEARNING *Are all students engaged in the work of the lesson from start to finish?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|---|---|---|--|
| <p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions</p> <p>Students do not execute transitions, routines and procedures in an orderly manner. (CL)</p> <p>Students are left without work to do for a significant portion of the class period. (CL)</p> | <p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. (CL)</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. (CL)</p> | <p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. (CL)</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. (CL)</p> | <p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. (CL)</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. (CL)</p> | <p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. (CL)</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. (CL)</p> |

Core Teacher Skills: Culture of Learning

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students (LP)
- Investing time in knowing individual students and in forming relationships to best support their learning (LP)
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards for their subject and grade?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|--|---|---|--|
| <p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> | <p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> | <p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> | <p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p> | <p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p> |

Core Teacher Skills: Essential Content **Planning and Delivering Lessons Effectively**

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

Note to observers: *When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.*

ACADEMIC OWNERSHIP *Are all students responsible for doing the thinking in this classroom?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|--|--|--|---|--|
| <p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p> | <p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p> | <p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p> | <p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p> | <p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p> |

Core Teacher Skills: Academic Ownership **Maintaining High Academic Expectations**

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|--|--|--|--|
| <p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p> | <p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p> | <p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p> | <p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. (A)</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p> | <p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. (A)</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.(A)</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice. (A)</p> |

Core Teacher Skills: Demonstration of Learning

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

Note to observers: *Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling*

Culturally Responsive Teaching *Are all students and their communities valued for their individual and collective strengths?*

| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | PROFICIENT | SKILLFUL |
|---|--|---|--|--|
| <p>Class does not exhibit a familial warmth and no evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students get little or no opportunity to feel their identity, experience, and culture is valued by the teacher and it is not reflected in the learning environment.</p> <p>Little or no explicit focus on building rapport or trust, emotional support is limited, and instructional scaffolding is ineffective. (LP)</p> | <p>Class somewhat exhibits a familial warmth and some evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students have few opportunities to feel their identity, experience, and culture is valued by the teacher and is somewhat reflected in the learning environment.</p> <p>Some focus on building rapport or trust, some emotional support is provided, and instructional scaffolding is somewhat effective. (LP)</p> | <p>Most of the class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Most of students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>Most students respond to instructor being a warm demander, emotional support is evident, and instructional scaffolding is effective. (LP)</p> | <p>Class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>All students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>All students respond to instructor being a warm demander due to emotional support and instructional scaffolding to move towards learner independence. (LP)</p> | <p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Student interactions are caring and supportive of each other's social-emotional growth. With minimal teacher support, students use proactive social-emotional language and conflict resolution strategies to manage conflicts and relationships.</p> <p>Teacher actively seeks to learn about the contexts and cultural backgrounds/experiences of individual and groups of students, in order to build alliances and bridges across similarities and difference. (A)</p> |

Core Teacher Skills: Culturally Responsive Teaching

Instruction

- Develop meaningful relationships that promote mutual trust and academic risk-taking
- Use local language and cultural knowledge as a foundation for the rest of the curriculum
- Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture while still validating students' culture and home language
- Help students make connections between what they are learning in school and their personal experiences
- Value multiple perspectives of historic and current events

Habits of Mind & Attitudes

- Cultivate habits of mind to actively address equity issues, such as checking implicit bias, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students
- Is aware and reflects on key personal triggers that cause them to move up the ladder of inference
- Collaborate with a diverse range of educators to solicit multiple perspectives and deepen understandings of how systems of oppression impact students and families



EAST PALO ALTO CHARTER SCHOOL
COMPREHENSIVE SCHOOL SAFETY PLAN
2017-2018 SCHOOL YEAR

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INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

SCHOOL SAFETY COMMITTEE

The undersigned members of the East Palo Alto Charter School Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

| | |
|---|------|
| Sarah Portnov, Interim Principal | Date |
| Brenna Frandsen, Teacher Representative | Date |
| Ariana Arteaga, Parent | Date |
| Armida Torres, Classified Employee Representative | Date |
| TBD, Student Council President | Date |
| Officer Veronica Barries, East Palo Alto Police vbarries@cityofepa.org 650.853.3143 | Date |
| Menlo Fire Department, Fire Prevention Bureau 650.688.8425 | Date |
| Micaela Flores, After School Program Director | Date |
| Susie Estrada, Business Manager | Date |

Schedule of School Safety Committee Meetings

| Date | Time | Description of Meeting | Signature of Designee |
|----------|------|---------------------------------|-----------------------|
| 1/3/2018 | 9am | School Safety Committee Meeting | |

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds

- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In

most cases, fingerprinting is completed with a “Live Scan” machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual’s residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school’s booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with “Megan’s Law”, the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting

police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and

- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.

American Red Cross: <http://www.redcross.org>

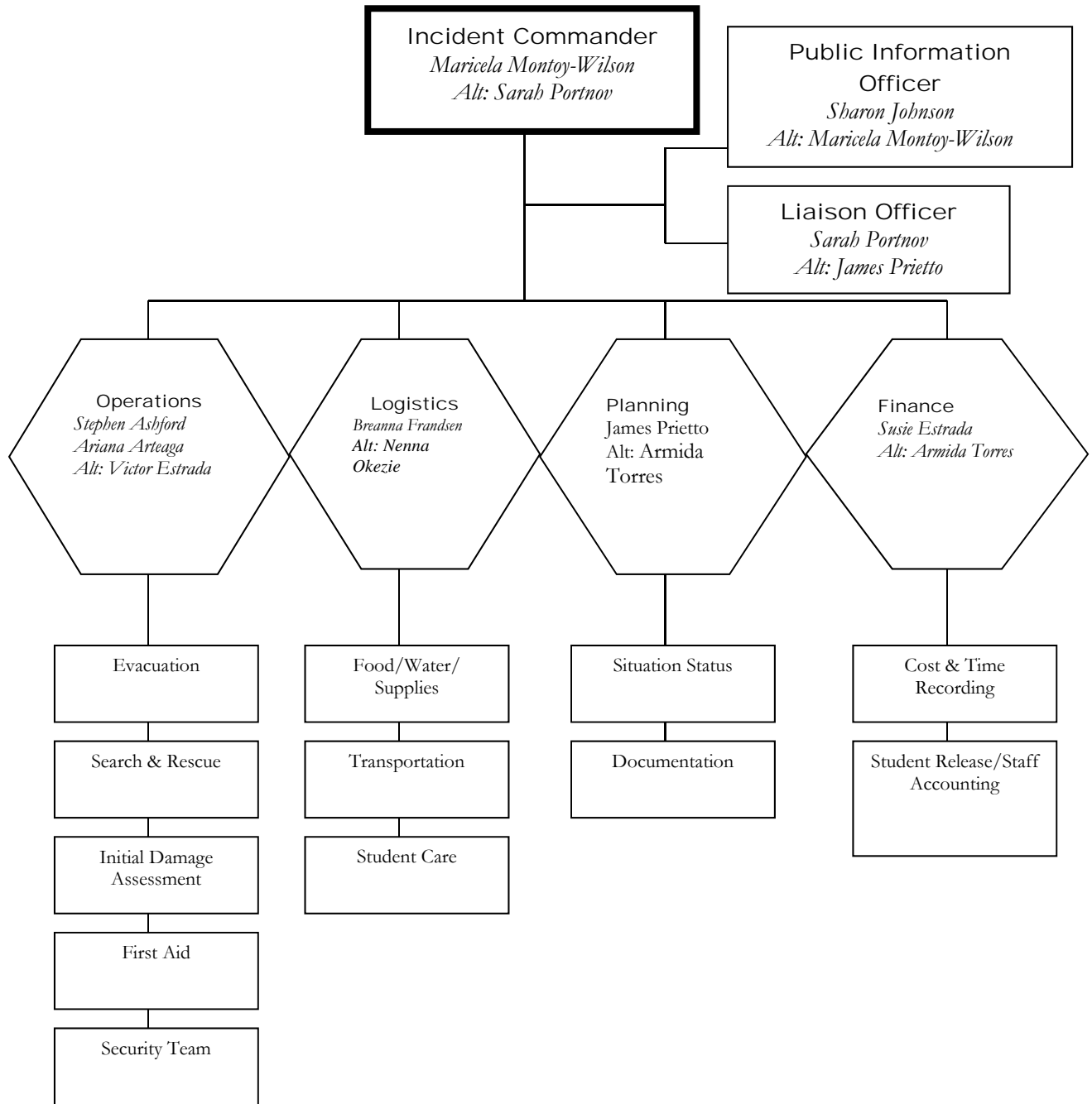
Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Response Options ALICE Training Institute: <http://www.alicetraining.com>

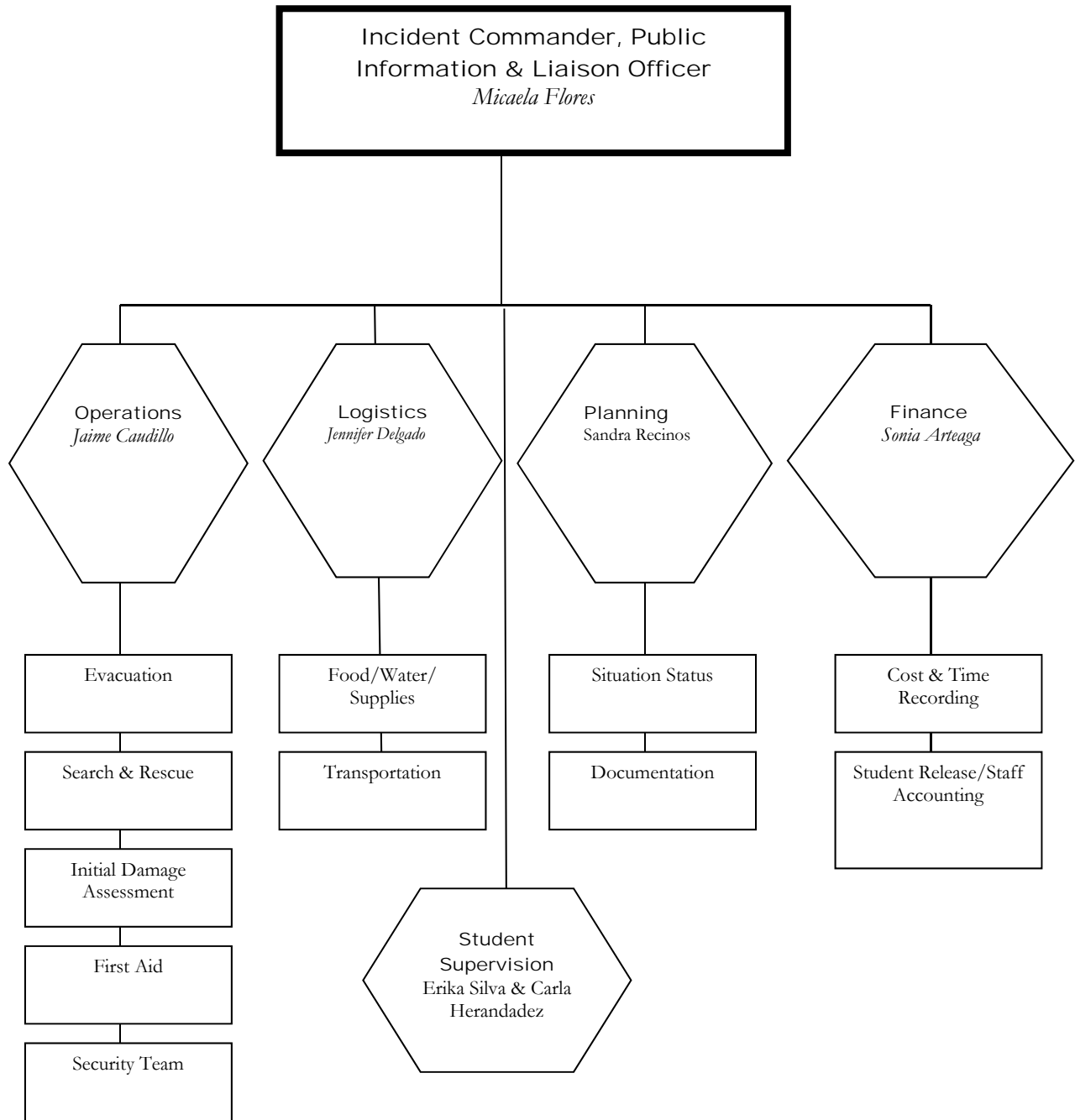
D-Prep LLC: <http://www.dprep.com>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Incident Command System – For Day Program



Incident Command System – For Afterschool Program



| Role | Role Definition and Responsibilities |
|------|--------------------------------------|
|------|--------------------------------------|

| | |
|----------------------------|--|
| Incident Commander | Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent. |
| Public Information Officer | This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement. |
| Liaison Officer | Controls all internal communications. Posts and maintains status information. |
| Operations | In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities. |
| Planning | Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. |
| Logistics | Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources. |
| Finance | Supervises accounting and documentation. |

Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).

- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators’ requests.

Community Council

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA’s website at <http://www.ready.gov>. Other recommended items may include:

- Solar blankets
- First aid kits
- Flashlights
- Batteries
- Radios
- Megaphone
- Walkie-talkies
- General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)
- Log with special instructions from parents whose children have special needs

Staff Training Schedule

| <i>Date & Time</i> | <i>Type of Training</i> | <i>Comments</i> |
|-------------------------------|---|------------------------|
| 8/7/17 9am | All Staff PD Training | |
| 10/9/17 9am | All Staff PD Training | |
| Monthly | Email and follow up before and after each drill | |
| | | |

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** twice per school year
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule & Log – For Day Program

| <i>Date</i> | <i>Type of drill</i> | <i>How long did the evacuation take?</i> | <i>Activity of students at the time of drill:</i> | <i>Comments</i> | <i>Signatures (date signature please)</i> |
|--------------------|-----------------------------|---|--|------------------------|--|
| 8/17/17 | Fire (monthly) | | | | |
| 8/24/17 | Lock Down (quarterly) | | | | |
| 8/31/17 | Earthquake (quarterly) | | | | |
| 9/21/17 | Fire (monthly) | | | | |
| 10/12/17 | Fire (monthly) | | | | |
| 10/19/17 | Lock Down (quarterly) | | | | |
| 10/26/17 | Earthquake (quarterly) | | | | |
| 11/9/17 | Fire (monthly) | | | | |
| 12/14/17 | Fire (monthly) | | | | |
| 1/11/18 | Fire (monthly) | | | | |
| 1/18/18 | Lock Down (quarterly) | | | | |
| 1/25/18 | Earthquake (quarterly) | | | | |
| 2/15/18 | Fire (monthly) | | | | |
| 3/15/17 | Fire (monthly) | | | | |
| 4/12/17 | Fire (monthly) | | | | |
| 4/19/17 | Lock Down (quarterly) | | | | |
| 4/26/17 | Earthquake (quarterly) | | | | |
| 5/10/17 | Fire (monthly) | | | | |
| 6/7/18 | Fire (monthly) | | | | |

Drill Schedule & Log – For Afterschool Program

| <i>Date</i> | <i>Type of drill</i> | <i>How long did the</i> | <i>Activity of students at</i> | <i>Comments</i> | <i>Signatures (date</i> |
|--------------------|-----------------------------|--------------------------------|---------------------------------------|------------------------|--------------------------------|
|--------------------|-----------------------------|--------------------------------|---------------------------------------|------------------------|--------------------------------|

| | | evacuation take? | the time of drill: | | signature please) |
|----------|------------|-------------------------|---------------------------|--|--------------------------|
| 8/23/17 | Fire | | | | |
| 9/6/17 | Fire | | | | |
| 9/13/17 | Earthquake | | | | |
| 9/21/17 | Lockdown | | | | |
| 10/18/17 | Fire | | | | |
| 10/25/17 | Lockdown | | | | |
| 11/13/17 | Fire | | | | |
| 11/7/17 | Earthquake | | | | |
| 12/7/17 | Fire | | | | |
| 1/23/18 | Fire | | | | |
| 2/8/18 | Fire | | | | |
| 2/20/18 | Earthquake | | | | |
| 3/6/18 | Fire | | | | |
| 3/14/18 | Lockdown | | | | |
| 4/18/18 | Fire | | | | |
| 5/8/18 | Earthquake | | | | |

| | | | | | |
|---------|----------|--|--|--|--|
| 5/17/18 | Fire | | | | |
| 5/30/18 | Lockdown | | | | |
| 6/4/18 | Fire | | | | |

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school’s area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school’s community by contacting your local law enforcement agency or fire department.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS “Alert” signal:

- > All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- > Children on the playground or library will return to their assigned classrooms.

- Office Manager will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the announcement of an EAS “Shelter in Place” message:

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS “All Clear” signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

| | |
|--|--|
| <p>911 Calls</p> | <ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post |
| <p>Mass Notification to Parents</p> | <p><u>During an emergency:</u></p> <ul style="list-style-type: none"> ● Send out a Parent Square Message to Families of emergency <p><u>After an emergency:</u></p> <ul style="list-style-type: none"> ● Send out a Parent Square Message to Families of emergency release procedure |

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

| |
|--|
| Employees use cell phones |
| Text Message Leads |
| Leads disseminate texts to members of their team |
| Use Walkie Talkie |

If no Internet service:

| |
|--------------------------|
| Employees use cell phone |
| Walkie Talkie |
| |
| |

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

| |
|--|
| Emergency bags have flashlights |
| 1 x Jump Starter and Portable Power Unit |
| |
| |

List capability of backup power:

| |
|--|
| 1 x Jump Starter and Portable Power Unit |
| |
| |
| |

Staff Phone List

This information will be used only during a school emergency

2017-2018 EPACS Staff Contact Information

| Name | Phone # | Address | Emergency Contact Name and Phone # |
|---------------------------|--------------|--|---|
| Abbie Neff | 650-773-1039 | 33067 Basswood Court, Union City, CA 94587 | Robert Neff 520-461-6331 |
| Amanda Callahan | 831-210-1003 | 725 Cowper Street, Apt 22, Palo Alto, CA 94301 | Elizabeth Callahan 831-210-1003 |
| Angel Luna | 408-230-8224 | 2002 Edgeview Dr San Jose, CA 95122 | 408 2742553 |
| Ariana Arteaga-Balladares | 650-385-5424 | 2660 Fordham st East Palo Alto, CA | Nicola Balladares 650-384-5738 |
| Armida Torres | 650 644-6447 | 26094 Eastman Ct. Hayward CA 94544 | Eduardo Hernandez 650 391-7965 |
| Bailey Linden | 530-632-3645 | 438 N El Camino Real #107, San Mateo, CA, 94401 | Dominic Santini 925-864-3650 |
| Bianka Mariscal | 6505756430 | 2291 Capitol Avenue, East Palo Alto, CA 94303 | Elisa Mariscal 650-704-4923 |
| Brenna Frandsen | 269-744-0028 | 248 Walker Dr. #5 Mountain View, CA 94043 | Daniel Frandsen 269-806-3445 |
| Brittany Behr | 954-245-7789 | 505 central ave apt k, mountain view, CA, 94943 | Justin keville 941-705-0948 |
| Brittany Perez | | | |
| Carla Hernandez | | | |
| Chana Stewart | 650-814-7240 | 2029 Arbor Ave, Belmont CA 94002 | Dylan Stewart (650) 248-1870 |
| Corynn Carino | 408-656-4985 | 365 Pennsylvania Ave Los Gatos, CA 95030 | Nate Witherbee 207-752-2034 |
| Cristina Cortez | 650-305-0458 | 1068 Fulton Ave, Sunnyvale CA 94089 | George Cortez 650-559-9865 Tajmah Martin 650-766-0901 |
| Erika Silva | | | |
| Eron (Sandler) Truran | 650-283-6577 | 5387 Brenda Ave, San Jose, CA 95124 | Bill Truran 408-677-1009 Caren Sandler 413-218-9211 |
| Haley Berggren | 650-743-0597 | 45 Lorelei Lane Menlo Park CA 94025 | Andy Grubbs 628-220-1401 |
| Isaura Villagomez | 650-461-0532 | 240 E. O'Keefe St. #16 East Palo Alto, CA, 94303 | Arturo Salgado (650) 630-2272 |
| Jaime Caudillo | 650-630-6567 | 2100 Pulgas Ave EPA | Jaime Caudillo 650-283-9839 |
| James Carr Jr | 650-714-1166 | 1503 Kavanaugh Dr East Palo Alto, CA 94303 | Vickie Carr 650-388-0672 |
| James Prietto | 714-350-0461 | 87 Hulme Court, Apt 300, Stanford, CA | Cesar Marquez 773-988-6211 |
| Jazmin Rocha | 650-464-9176 | 412 Runnymede st, East Palo Alto, CA, 94303 | Lola Maciel: Cell: 650-464-2047 Work: 650-578-7192 |
| Jennifer Escobar | 650-380-2606 | 2364 poplar ave ,East Palo Alto ca 94303 | Irma Escobar 650-716-8017 |
| Jennifer Delgado | | | |
| Jeremy Akiyama | 916-267-5748 | 825 E. Evelyn Ave #428 Sunnyvale, CA 94086 | Norman Akiyama 916-424-3891 Lauren Tomosada 408-306-1938 |
| Jimmy Aguilar Ferreira | 650-207-5092 | 2261 Brentwood Ct., East Palo Alto, CA | Jaime Aguilar 650-924-0778 |
| Kelly Sorbera | 570-971-7854 | 2014 Colony Street Mountain View | Alec Go 919-880-3240 Karyn Sorbera 570-651-2673 |
| Kristina Thompson | 408-857-1967 | 1083 Garden St EPA | Lerisa Puckett 650-986-1854 |
| Laura Ramirez | 415-786-6867 | 2472 Whitney Drive Mountain View | Mike Berman 650-400-6853 |
| Lily Rosales | 650-906-3614 | 1130 Cypress st. East Palo Alto | Victor R Estrada 650 315-1778 |
| Lisa Olivera | 415-261-1090 | 101 Glen Eyrie Ave., #207 San Jose, CA 95125 | Thomas Gelder 415-408-8492 |
| Lizzy Garcia | 650-898-5215 | 425 Garden Street East Palo Alto CA | Olga Garcia 650-388-8227 |
| Lizette Hernandez | 650-793-7589 | 282 Monroe Drive #2 Mountain View, CA 94040 | Cristina De La Torre 650-996-1646 |
| Malia Vitousek | 808-936-4017 | 939 MLK Jr Way, Oakland, CA, 94607 | Daniel Fuwa 847-778-4191 |
| Margarita Garcia-Villa | 650.400.1925 | 303 Hemlock Ave Apt 3, RWC, CA 94061 | Andrea Garcia 650.465.2375 |
| Maria Rosales | 650 665-0109 | 1130 Cypress st East Palo Alto ca 94303 | Juanita Rosales 650 322-1556 |
| Maricela Montoy-Wilson | 650-479-6285 | 220 Durazno Portola Valley, CA 94028 | Paul Montoy-Wilson: 650-489-6285 |
| Maricela Landa | 650-455-9292 | 1124 O'connor St. East Palo Alto, CA 94303 | Jesus Landa 650-455-9292 |
| Micaela Flores | 650-776-5501 | 967 Bay Road East Palo Alto, CA 94303 | Maria Flores 650-906-2146 Guillermo |

| | | | |
|--------------------|--------------|---|--|
| | | | Flores 650-814-8036 |
| Molly Johnson | 415-654-7756 | 1450 47th Ave. Apt. A, San Francisco, CA 94122 | Luke Johnson 562-760-0117 |
| Nathaniel Hoffman | 856-649-5013 | 777 Hamilton Avenue E306, Menlo Park, CA 94025 | Stephen Hoffman - 856-649-5013 |
| Nicole Lewis | 616-550-4882 | 1132 Albern St, Unit A, East Palo Alto, CA 94303 | Berke Akgun 773-682-8661 |
| Nnenna Okezie | 323-228-7034 | 1125 College Ave #2 San Mateo 94401 | Frank Sanchez 650-438-6526 |
| Olga Tuman | 248.320.0471 | 1325 Highland Drive, Boulder Creek CA 95006 | Mike Tuman 248.767.4375 |
| Patrina Aaron | 408-628-3928 | 750 N. King Rd San Jose, Ca 95133 | Peggy Aaron 408-528-0867 |
| Rosemarie Ramos | 619-962-1506 | 400 Davey Glen Road #4504 Belmont, CA 94002 | Ann Castillo 619-277-7690 |
| Sandra Recinos | 650-495-9841 | 1805 E Bayshore rd #129 East Palo Alto, CA 94303 | Orali Preciado 650-743-7556 |
| Sarah Portnov | 562-334-6484 | 7 East Poplar Ave. San Mateo, CA | Michael Portnov 650-868-3418 |
| Shakil Chaudhary | 650-431-9463 | 1201 Monte Diablo, San Mateo | Roshni Chaudhary 650-431-9461 |
| Shannon Smith | 650.283.4821 | 1201 Pine Street, #143, Oakland, CA 94607 | Diane Hakansson: 650-324-2640 Steve Dondershine: 650-248-9228 |
| Sonia Arteaga | 650-776-7305 | 2292 Capitol Ave EPA | Ariana Arteaga 650-34-5424 |
| Steph Hardinger | 612-716-0774 | 412 Stambaugh St. Redwood City, CA 94063 | Scott Hardinger 360-220-7672 |
| Steve Ashford | 510.684.8920 | 2310 Villa Place Santa Clara Ca | Lerisa Puckett 650 468 3115 |
| Summerlynn Burlew | 510-316-3558 | 535 Bellevue Ave #17 Oakland CA 94610 | Kathrin Smith 510-839-0016 |
| Susie Estrada | 650-346-7105 | 1837 Tulane Street, Union City, CA 94587 | Vic Estrada 650-315-1778 Oscar Estrada 650-281-1148 |
| Tali Shapiro | 612-867-7996 | 63 Abrams Court, Stanford, CA 94305, Apt. 118 | Peter Shapiro 612-963-5044 |
| Tiffany Pizzimenti | 408-799-7227 | 235 E. O'Keefe St. #7 East Palo Alto, CA 94303 OR 999 Beech St. East Palo Alto, CA 94303 | Matt Pizzimenti (586) 206-8862 |
| Vanessa Romero | 650-776-3950 | 1101 Laurel Avenue East Palo Alto, CA | Patricia Diaz (650) 508-5742 |
| Victor Estrada | 650-218-4678 | 1837 Tulane Street Union City, CA 94587 | Susie Estrada (650)346-7105 Oscar Estrada (650)281-1148 |
| Yuritzi Lopez | 650-518-0212 | 1292 Laurel ave East Palo Alto CA,94303 | Isabel García 650-906-4898 |

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

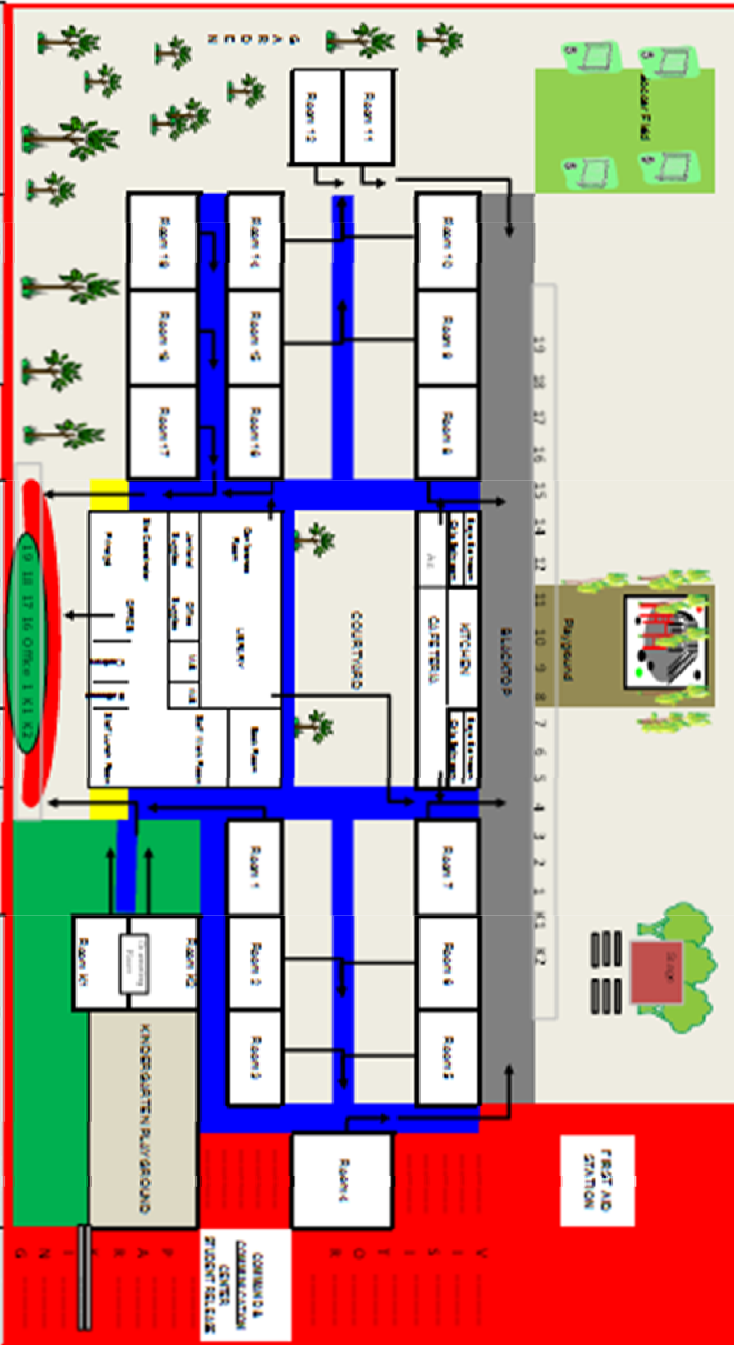
First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the principal or designee.

Site Evacuation Plan & Map

EPACS EMERGENCY RESPONSE MAP

1286 RUNNYMEDE STREET, EAST PALO ALTO, CA 94303 - (650)614-9100 FAX (650)614-9183



| Room # | Location | Age | Room # | Location | Age | Room # | Location | Age |
|--------|-----------|-----|--------|-----------|-----|--------|-----------|-----|
| 1 | Classroom | 17 | 11 | Classroom | 17 | 1 | Classroom | 17 |
| 2 | Classroom | 17 | 12 | Classroom | 17 | 2 | Classroom | 17 |
| 3 | Classroom | 17 | 13 | Classroom | 17 | 3 | Classroom | 17 |
| 4 | Classroom | 17 | 14 | Classroom | 17 | 4 | Classroom | 17 |
| 5 | Classroom | 17 | 15 | Classroom | 17 | 5 | Classroom | 17 |
| 6 | Classroom | 17 | 16 | Classroom | 17 | 6 | Classroom | 17 |
| 7 | Classroom | 17 | 17 | Classroom | 17 | 7 | Classroom | 17 |
| 8 | Classroom | 17 | | | | 8 | Classroom | 17 |
| 9 | Classroom | 17 | | | | 9 | Classroom | 17 |
| 10 | Classroom | 17 | | | | 10 | Classroom | 17 |
| 11 | Classroom | 17 | | | | 11 | Classroom | 17 |
| 12 | Classroom | 17 | | | | 12 | Classroom | 17 |
| 13 | Classroom | 17 | | | | 13 | Classroom | 17 |
| 14 | Classroom | 17 | | | | 14 | Classroom | 17 |
| 15 | Classroom | 17 | | | | 15 | Classroom | 17 |
| 16 | Classroom | 17 | | | | 16 | Classroom | 17 |
| 17 | Classroom | 17 | | | | 17 | Classroom | 17 |

Site Lockdown Procedures

Site Lockdown Procedures

Fire Procedures

If You Discover a Fire

1. Activate the fire alarm and call 911.
2. Evacuate the area.
3. Close doors and windows to confine the fire or extinguish it if possible.
4. Take your Emergency Backpack and ID card when evacuating.

Evacuation Procedures

1. Check with your buddy teacher to ensure that everyone is evacuating and assist or evacuate the class yourself if necessary.
2. All staff are to report to the assembly area and display the appropriate 'alert card.'
 - Green Card = all students accounted for
 - Red Card = missing students and/or need additional assistance
3. Notify the Incident Commander (IC - Principal) immediately.
4. IC will form a Command Post at the evacuation site:
 - Direct that the necessary agency contacts be made
 - Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the color card system.
5. The Search Team Coordinator will manage the reconciliation of all students and staff and will bring the Visitor's Log and Early Dismissal Log to the evacuation site to reconcile attendance.
6. First aid is rendered as necessary.
7. Use fire extinguisher if appropriate (see below).
8. Access roads are kept open for emergency vehicles.
9. IC, in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
10. Students and staff will not return to the school building until fire department officials declare the area safe.

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| | | |
|---|-------------------|-------------------------|
| | | |
| Student: Jaidyn Fortson | Room #: 14 | Teacher: Hoffman |
| Designated Specialized Assistants: (<i>identify two staff in this area</i>) Paraeducator (Mr. Luna, Ms. Maria) & Mr. Hoffman | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (<i>complete below</i>) No physical assistance; provide behavioral support as needed | | |
| | | |
| Student: Luis Saldana-Garcia | Room #: 6 | Teacher: Neff |
| Designated Specialized Assistants: (<i>identify two staff in this area</i>) Paraeducator (Ms. Lily, Ms. Maria, Ms. Landa) & Ms. Neff | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (<i>complete below</i>) Hold hand to guide student outside | | |
| | | |

| | | |
|---|-------------------|--------------------------|
| Student: Renata Barron-Tapia | Room #: 6 | Teacher: Neff |
| Designated Specialized Assistants: (identify two staff in this area) Paraeducator (Ms. Lily, Ms. Maria, Ms. Landa) & Ms. Neff | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) Hold hand to guide student outside | | |
| Student: Eduardo Martinez | Room #: 3 | Teacher: Mariscal |
| Designated Specialized Assistants: (identify two staff in this area) Paraeducator (Ms. Maria, Ms. Lily) & Ms. Mariscal | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) Hold hand to guide student outside | | |
| Student: Belen Trevejo Montes | Room #: 16 | Teacher: Lewis |
| Designated Specialized Assistants: (identify two staff in this area) Paraeducator (Ms. Jenny, Ms. Landa) & Ms. Lewis | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) Push wheelchair to student's location; support student in getting into wheelchair; push wheelchair as needed. Earthquake: help student under a desk and back up again. | | |
| Student: Kytzia Cazarez-Lara | Room #: 9 | Teacher: Berggren |
| Designated Specialized Assistants: (identify two staff in this area) Nurse (TBD), Ms. Berggren | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) Support student by guiding wheelchair outside; support wheelchair in going over ramps/bumps; transport oxygen tanks outside. Earthquake: help student under a desk and back up again or move wheelchair to safest corner of the room. (See detailed student emergency plan for further details.) | | |
| Student: Jesus Barragan | Room #: 19 | Teacher: Aguilar |
| Designated Specialized Assistants: (identify two staff in this area) Paraeducator (Ms. Landa, Ms. Lily) & Mr. Aguilar | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) Hold hand to guide student outside | | |

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case

scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School’s administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.

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- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- **KEEP AWAY** from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
- **MAINTAIN A PEACEFUL LEARNING ENVIRONMENT** by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- **PROTECT SCHOOL PROPERTY** by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- **RESPECT THE LEARNING SPACE** by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.

- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-Wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, etc.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults, etc..
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting, etc..
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending

final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably

predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional need pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code

48900.2]

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]

48900.3]

- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel

or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

[Education Code 48900.4]

- Made terroristic threats against school officials or school property. [Education Code 48900.7]

- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire

employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

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

2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902].

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

[Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other

responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

EXPELLABLE OFFENSES

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

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

• Mandatory Recommendation for Expulsion

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

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

• Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.

- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SAFETY BEFORE AND AFTER SCHOOL

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by

disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

PREVENTION OF CHILD ABUSE POLICY

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.



East Palo Alto Phoenix Academy
COMPREHENSIVE SCHOOL SAFETY PLAN
2017-2018 SCHOOL YEAR

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INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

SCHOOL SAFETY COMMITTEE

The undersigned members of the East Palo Alto Phoenix Academy Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. **(Each site is required to form a Safety Committee within the first 1 month of school. The safety committee does not have to be comprised of the following members - these are just the recommended members. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)**

| | |
|--|------|
| Kaleesha Washington, Principal | Date |
| Joseph Martinez, (Teacher Representative) | Date |
| Rafael Velazquez, Parent | Date |
| Stephen Boyd, (Classified Employee Representative) | Date |
| Juan Magana, (Afterschool Program Director) | Date |
| East Palo Alto Police Department, (Law Enforcement Agency) | Date |
| Menlo Park Fire, (Fire Department) | Date |
| (Other) | Date |

Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency Preparedness for the year as a team.

| Date | Time | Description of Meeting | Signature of Designee |
|------|------|--|-----------------------|
| TBD | | Initial Meeting, Going over procedures and drill schedule for the school year | |
| | | | |
| | | | |
| TBD | | End of the year meeting, Discuss how the school year went and how we can improve for next year | |

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's

discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

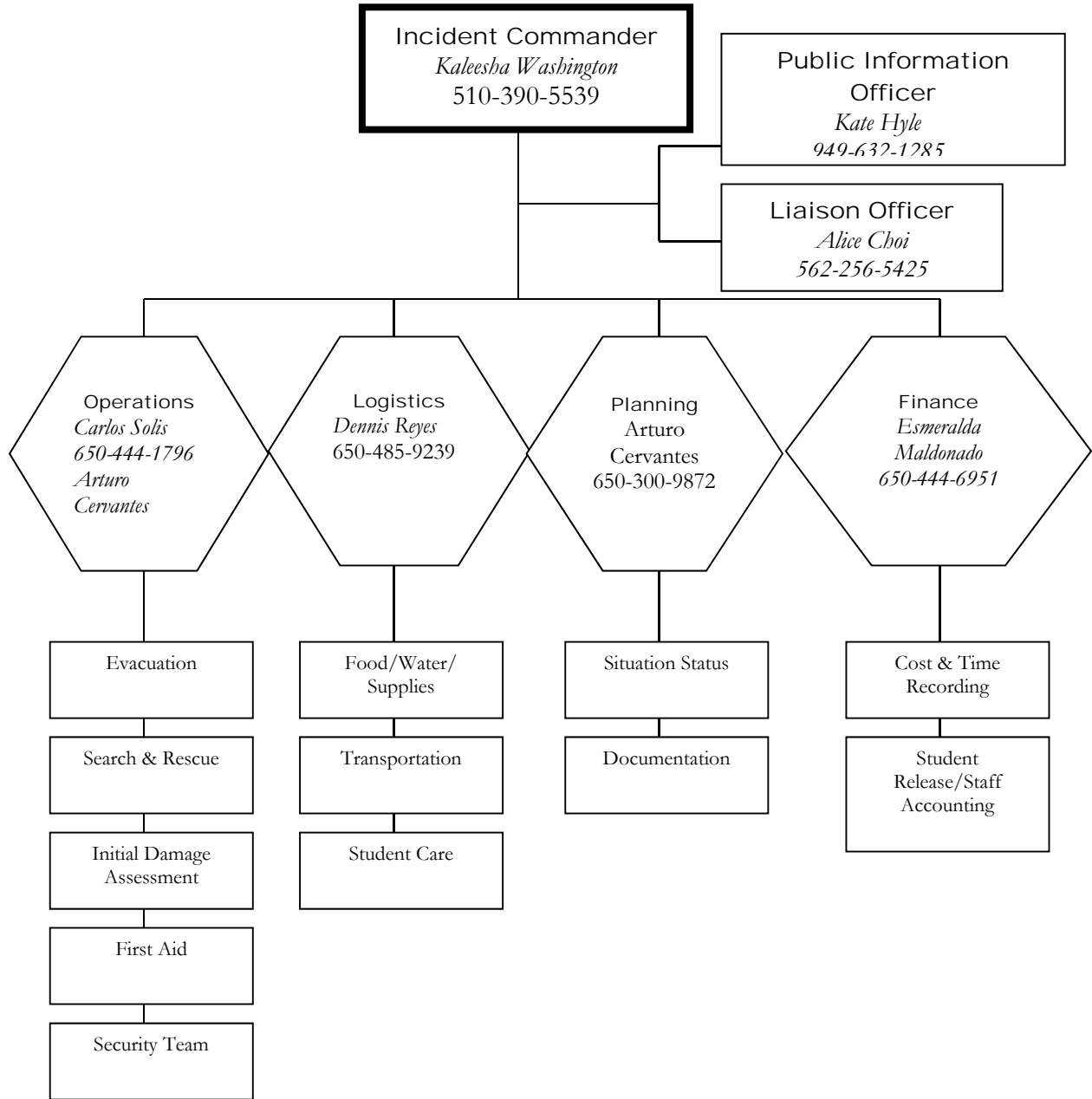
A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>
Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.
Federal Communications Commission (FCC): <http://www.fcc.gov>.
The United States Department of Education (USDE): <http://www.rems.ed.gov>.
California Office of Emergency Services (OES): <http://www.calema.ca.gov>.
California Department of Education (CDE): <http://www.cde.ca.gov>.
Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.
American Red Cross: <http://www.redcross.org>
Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.
Response Options ALICE Training Institute: <http://www.alicetraining.com>
D-Prep LLC: <http://www.dprep.com>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

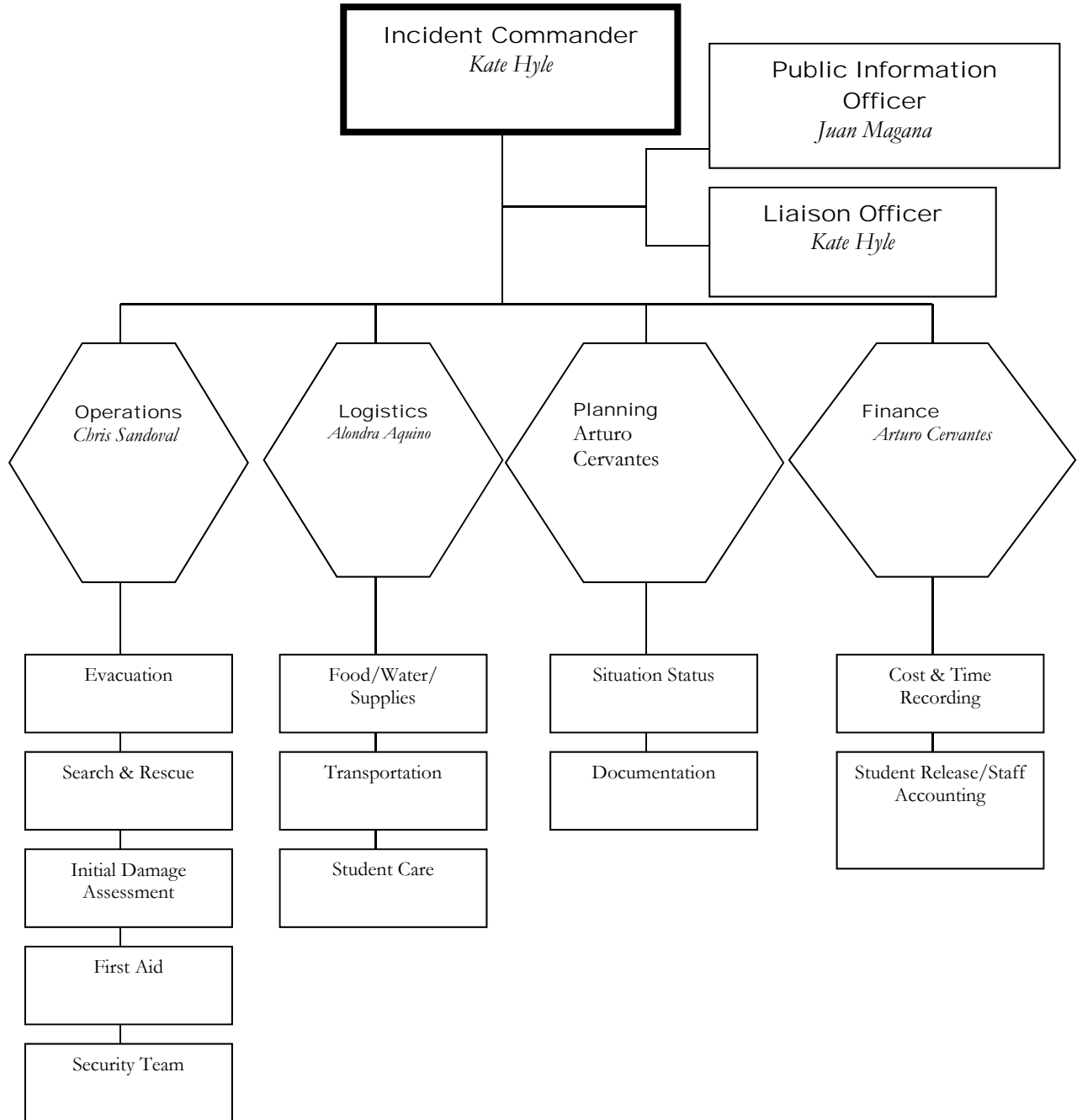
Incident Command System – For Day Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member’s phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



Incident Command System – For Afterschool Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member’s phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



| Role | Role Definition and Responsibilities |
|----------------------------|--|
| Incident Commander | Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent. |
| Public Information Officer | This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement. |
| Liaison Officer | Controls all internal communications. Posts and maintains status information. |
| Operations | In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities. |
| Planning | Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. |
| Logistics | Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources. |
| Finance | Supervises accounting and documentation. |

Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Community Council

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at <http://www.ready.gov>. Other recommended items may include:

Solar blankets

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)

Log with special instructions from parents whose children have special needs

Staff Training Schedule

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

| <i>Date & Time</i> | <i>Type of Training</i> | <i>Comments</i> |
|---------------------------------|-------------------------------------|---|
| August 25 th 2:30pm | Fire Drill Training | Staff will learn the evacuation routes and practice |
| October 19 th 2:30pm | Lock Down Training | Staff will learn the procedures and practice |
| December | Earthquake Training | Staff will learn the procedures and practice |
| TBD | Feedback on Drills and improvements | Staff will be going over the drills and give feedback |

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** twice per school year
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule & Log – For Day Program

| <i>Date</i> | <i>Type of drill</i> | <i>How long did the evacuation take?</i> | <i>Activity of students at the time of drill:</i> | <i>Comments</i> | <i>Signatures (date signature please)</i> |
|-------------|----------------------|--|---|-----------------|---|
| 9/7 | Fire Drill | | | | |
| 10/26 | Lockdown | | | | |
| 12/7 | Earthquake | | | | |
| 2/22 | Fire Drill | | | | |
| 4/26 | Lockdown | | | | |
| 5/17 | Earthquake | | | | |
| 11/16 | Fire Drill | | | | |
| 6/7 | Fire Drill | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Drill Schedule & Log – For Afterschool Program

| <i>Date</i> | <i>Type of drill</i> | <i>How long did the evacuation take?</i> | <i>Activity of students at the time of drill:</i> | <i>Comments</i> | <i>Signatures (date signature please)</i> |
|-------------|----------------------|--|---|-----------------|---|
| | | | | | |

| | | | | | |
|-------|-------------------|--|--|--|--|
| 9/7 | Fire Drill | | | | |
| 10/26 | Lockdown | | | | |
| 12/7 | Earthquake | | | | |
| 2/22 | Fire Drill | | | | |
| 4/26 | Lockdown | | | | |
| 5/17 | Earthquake | | | | |
| 11/16 | Fire Drill | | | | |
| 6/7 | Fire Drill | | | | |

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school's community by contacting your local law enforcement agency or fire department.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS “Alert” signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Office Manager will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the announcement of an EAS “Shelter in Place” message:

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS “All Clear” signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

| | |
|--|--|
| <p>911 Calls</p> | <ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post |
| <p>Mass Notification to Parents</p> | <p><u>During an emergency:</u> During an emergency, we will use the all call system to contact parents. We will also allow students to call using classroom phones and if classroom phones are not available, teachers will make their cellular phones available.</p> |
| | <p><u>After an emergency:</u> During an emergency, we will use the all call system to contact parents. We will also allow students to call using classroom phones and if classroom phones are not available, teachers will make their cellular phones available</p> |

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

| |
|---|
| Leads disseminate text to members of their team |
| Use of Walkie Talkies |
| Cell Phones |
| |

If no Internet service:

| |
|--------------------|
| Cell Phones |
| |
| |
| |

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

| |
|----------------------|
| Walkie Talkie |
| Cell Phones |
| |
| |

List capability of backup power:

| |
|------------|
| N/A |
| |
| |
| |

Staff Phone List

| | <i>Staff Name</i> | <i>Position</i> |
|----|-----------------------|------------------------------------|
| 1 | Banks, Matthew | Teacher - Music |
| 2 | Blanchette, Melanie | Teacher - Social Studies |
| 3 | Boyd, Stephen | Teacher - Physical Education |
| 4 | Carter, Maghan | College Counseling Intern |
| 5 | Cervantes, Arturo | Business Manager |
| 6 | Choi, Alice | Assistant Principal of Instruction |
| 7 | Lewis-Hall, Monae | Independent Facilitator SPED |
| 8 | De Leon, Denice Louie | Teacher - Math |
| 9 | Escalante, Luz | Teacher - English |
| 10 | Estrada, Melissa | Instructional Assistant -Spanish |
| 11 | Pillon, Christopher | Instructional Aid |
| 12 | Gilliard, Maleek | Instructional Facilitator SPED |
| 13 | Hagenburger, Kyle | Teacher - History |
| 14 | Hemelhoet, Katrien | Teacher - History |
| 15 | Hyle, Kate | Assistant Principal of Culture |
| 16 | Koskova, Ludka | Teacher – English |
| 17 | Kramer, Tom | Teacher - Math |
| 18 | Kurowski, Hanna | Teacher – Science |
| 19 | Liz Landa | Regional Director of Development |
| 20 | Ludwig, Stephanie | Mental Health Counselor |
| 21 | Magana, Juan | Assistant Dean |
| 22 | Maldonado, Esmeralda | Office Assistant |
| 23 | Maldonado, Rubi | Instructional Facilitator SPED |
| 24 | Martinez, Joseph | Teacher – Math |
| 25 | Martinez, Laura | After School Program Director |
| 26 | Mpenda, Jamal | Teacher - High School SPED |
| 27 | Morkoch, Shemsa | Teacher - Science |
| 28 | Oliver, Hope | Teacher – Science |
| 29 | Perloff, Thomas | Teacher – Middle School SPED |
| 30 | Ramos, Rosemarie | School Psychologist |
| 31 | Reyes-Rivas, Dennis | Cafeteria Manager |
| 32 | Robertson, Molly | College Counselor |
| 33 | Scism, Jessica | Dean of Students |
| 34 | Smith, Trinya | Teacher - English |
| 35 | Solis, Carlos | Building Manager |
| 36 | Soto, Stephany | Teacher - Science |
| 37 | Stremel, Kevin | Teacher - Middle School SPED |
| 38 | Thomander, Jessica | Teacher - Social Studies |
| 39 | Washington, Kaleesha | Principal |

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the principal or designee.

| | |
|-------------------------|---|
| Before the Drill | <ul style="list-style-type: none"> • Teach the students the expectations • Know where your materials are located • Report any missing materials to the office |
| During the Drill | <ul style="list-style-type: none"> • Take with you: <ul style="list-style-type: none"> • Emergency Backpack • Pen/pencil • Your cell phone (for communication if needed) • Line scholars up and take them silently out your main evacuation route (see map inside your classroom) • Line up (same as departure lines) • Check attendance quickly <ul style="list-style-type: none"> • All present- hold up green card (do not include absent students) • Someone is missing- hold up red card and tell the runner who is missing and where they are. (Ex: “Juan is missing. He went to the bathroom. Or “Alexandria is missing. She is working with Ms. Moore”) • Teachers who have pulled out students for intervention, etc. will escort students to their lines. |
| After the Drill | <ul style="list-style-type: none"> • Wait silently with your scholars until the all clear signal • When returning to classrooms, silent lines remain intact to signify the gravity of our practice |

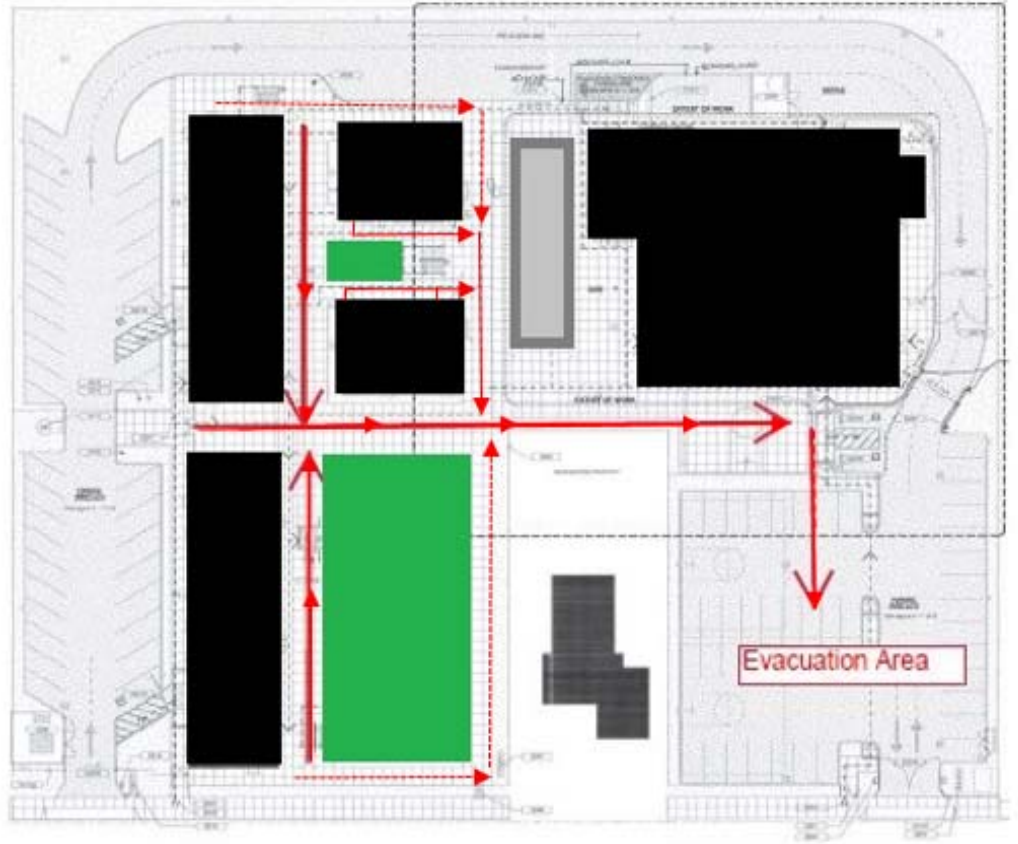
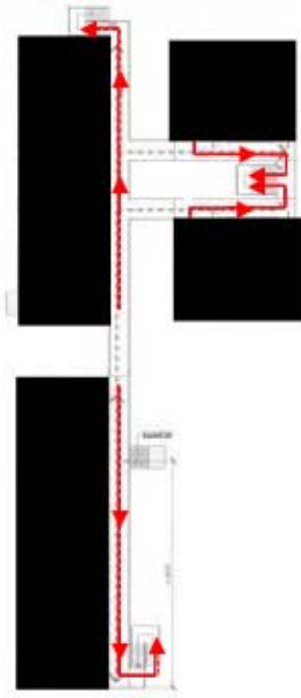
Earthquake Procedures

| Indoors | Outdoors |
|---|---|
| <ul style="list-style-type: none"> • Drop down to the floor and duck and cover under a desk or table. • Turn away from windows. • Cover head with one arm and the other arm hold the cover (desk). Be prepared to move with the cover. • Hold the position until the ground stops shaking. • When the initial shaking stops, an announcement over the intercom will instruct you to evacuate the building. | <ul style="list-style-type: none"> • 1. Move away from buildings. • 2. Lie down or crouch low to the ground. • 3. Look out for dangers that demand movement (if something is going to fall on you, move). • 4. Be prepared to duck and cover again due to aftershocks. • 5. Staff to follow emergency procedures previously described in the fire drill procedures (evacuate). |

****Staff to follow emergency procedures described in fire drills (evacuate like a fire drill with emergency folder and materials)**

Site Evacuation Plan & Map

Upstairs Evacuation



Site Lockdown Procedures

What is the difference between a **lockdown** and a **shelter in place**?

| Lock Down | Shelter-In-Place |
|--|---|
| Violent Activity has spilled onto campus; all people inside take cover | Violent Activity outside campus; all people stay inside building and proceed with learning as usual |
| Instruction stops. | Teachers proceed with lessons. |

Lockdown: Do not leave room

Class Time:

- Shut and lock your door (*it should be open, but locked every day*)
- As you lock door, sweep any students in the hallway into your class.
- Email or text in your missing students and let the office know if you have swept any scholars in (sent to admin)
- Teachers instruct students to move away from doors and windows and sit on the floor (close windows and blinds)
- Students do not leave the room for any reason.
- Bathroom- you can set up a restroom station in a corner of your classroom or closet using a trashcan.
- Await all-school announcement that safety has been restored

Lunch:

On the yard:

- Yard duty adults blow the whistle
- Students walk safely into the gym
- Adults instruct students to enter the gym using whichever door is closest (door is shut and locked)

Shelter in Place- lock door/business as usual

Class Time:

- **Shut and lock** your door
- **Email or text** in your missing students and let the office know if you have swept any scholars in (sent to admin)
- Bathroom: call office and someone will pick up small groups to escort to the bathroom (emergency use only)
- **If in an integral: stay there until shelter in place is over**

Lunch:

On the yard:

- Yard duty adults blow the whistle
- Students walk safely into GYM (door is shut and locked)
- Main building teachers stay where you are (do not leave the main building to come over to GYM). If you are in the GYM for any reason, stay and support.

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher’s emergency materials. (class roster, etc.)

| Individual Student Emergency Procedures Plan | | |
|---|---------|---------------|
| Student: Michael Becerra | Room #: | Teacher: SPED |
| Designated Specialized Assistants: Julian Gonzalez and Tom Perloff <i>(identify two staff in this area)</i> | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (<i>complete below</i>) Michael will be accompanied by his 1-on-1 Aid Julian out of the building and into the evacuation zone. | | |

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.

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- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- **KEEP AWAY** from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.

- MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-Wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, etc.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults, etc..
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting, etc..
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2

(commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

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

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.

D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A. A message, text, sound, or image.

B. A post on a social network Internet Web site including, but not limited to:

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

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional need pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]
3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902].

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

EXPELLABLE OFFENSES

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior

written permission to possess the firearm from a certificated school employee

- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

• Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend

the expulsion of a student who has been determined to have committed any of the following acts

at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

• Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student’s personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student’s name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student’s gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public

Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the

remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SAFETY BEFORE AND AFTER SCHOOL

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the

Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

PREVENTION OF CHILD ABUSE POLICY

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

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EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

| | |
|---|---|
| <p>Effective Date: July 1, 2017 12:01 AM - July 1, 2018 12:01 AM</p> <p>Named Member: Aspire Public Schools 1001 22nd Avenue, Suite 100 Oakland, CA 94606</p> | <p>Coverage Provided by (CP): Provider E: Genesis Reinsurance Corporation and Argonaut Insurance Company Provider F: Safety National Casualty Corporation Provider G: Westchester Surplus Lines, Scottsdale Insurance Co., Homeland Insurance Co. of NY, Continental Casualty Co. Provider H: Illinois Union Insurance Company Provider I: Underwriters at Llyods of London Provider J: Underwriters at Llyods of London Provider K: Arch Insurance Company Provider L: Indian Harbor Insurance Company Provider M: Permissibly Self-Insured*</p> |
| <p>Coverage Provided by (CP): Provider A: California Charter Schools JPA dba CharterSAFE Provider B: Great American Insurance Provider C: Scottsdale Insurance Company Provider D: Markel Corporation Group and Scholar Reinsurance Insurance Co. Inc.</p> | |

| CP | COVERAGES | SCHEDULE OF LIMITS |
|-----|---|--|
| A,B | <p><u>Section I: General Liability</u> Deductible: \$500 per occurrence for losses arising out of participation in High Risk Activities **</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Liability <input checked="" type="checkbox"/> Premises Medical Payment Sublimit <input checked="" type="checkbox"/> Damage to Premises Rented <input checked="" type="checkbox"/> Products-Completed Operations <input checked="" type="checkbox"/> Personal and Advertising Injury | <p>\$2,000,000 per occurrence</p> <p>\$10,000 per person sublimit</p> <p>\$50,000 per occurrence sublimit</p> <p>Included</p> <p>Included</p> <p>Included</p> |
| A,B | <p><u>Section II: Employee Benefits Liability</u></p> | <p>\$2,000,000 per occurrence</p> |
| A,B | <p><u>Section III: Educator's Legal Liability</u> Deductible: \$2,500 per occurrence</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> IEP Defense Sublimit <p>Deductible: \$7,500 per occurrence</p> | <p>\$2,000,000 per occurrence</p> <p>\$50,000 per occurrence/aggregate sublimit</p> |
| A,B | <p><u>Section IV: Sexual Abuse Liability</u></p> | <p>\$2,000,000 per occurrence</p> |
| A,B | <p><u>Section V: Law Enforcement Activities Liability</u></p> | <p>\$2,000,000 per occurrence</p> |
| A,B | <p><u>Section VI: Automobile</u></p> <p>Auto Liability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Automobile Liability (Autos scheduled with CharterSAFE, non-owned autos, and hired autos) <input checked="" type="checkbox"/> Uninsured/Underinsured Sublimit <input checked="" type="checkbox"/> Automobile Medical Payment Sublimit <p>Auto Physical Damage Deductible: \$500 per occurrence for Hired Auto Physical Damage</p> | <p>\$2,000,000 per occurrence</p> <p>\$1,000,000 per occurrence sublimit</p> <p>\$10,000 per person sublimit</p> <p>\$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence</p> |

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|---|--|---|---|--|--------------|-----------------------|-------------|---------------|---|--|
| A,B,C | <p>Section VII: Board and Employment Liability[‡]</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Director's & Officer's Liability Deductible: \$5,000 per claim Continuity Date: 07/01/2005 <input checked="" type="checkbox"/> Employment Practices Liability Deductible: \$35,000 per claim Continuity Date: 07/01/2005 <input checked="" type="checkbox"/> Fiduciary Liability Continuity Date: 07/01/2005 | <p>\$2,000,000 per claim/aggregate</p> <p>\$2,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p> | | | | | | | | |
| D | <p>Section VIII: Excess Liability - First Layer</p> <p>Excess Liability - First Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board & Employment Liability, excluding Fiduciary Liability)</p> | <p>\$8,000,000 per occurrence/claim based on underlying coverage</p> | | | | | | | | |
| E | <p>Section IX: Excess Liability - Second Layer</p> <p>Excess Liability - Second Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board & Employment Liability, excluding Fiduciary Liability), Section VIII (Excess Liability - First Layer)</p> | <p>\$20,000,000 per occurrence/claim based on underlying coverage</p> <p>\$20,000,000 aggregate</p> | | | | | | | | |
| A,B, F,M | <p>Section X: Workers' Compensation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workers' Compensation Workers' Compensation rate: \$0.567 per \$100 of payroll <input checked="" type="checkbox"/> Employer's Liability | <p>Statutory</p> <p>\$5,000,000 per accident</p> <p>\$5,000,000 by disease per employee</p> <p>\$5,000,000 by disease policy limit</p> | | | | | | | | |
| A,B | <p>Section XI: Crime</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Monies and Securities Deductible: \$500 per occurrence <input checked="" type="checkbox"/> Computer & Funds Transfer Fraud Deductible: \$500 per occurrence <input checked="" type="checkbox"/> Forgery or Alteration Deductible: \$500 per occurrence <input checked="" type="checkbox"/> Employee Dishonesty Deductible: \$500 per occurrence | <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> | | | | | | | | |
| A,G | <p>Section XII: Property</p> <p>Valuation: Replacement Cost Deductible: \$1,000 per occurrence</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Building (As Scheduled) <input checked="" type="checkbox"/> Personal Property - Contents & Electronic Data Processing (As Scheduled) <input checked="" type="checkbox"/> Business Interruption/Business Income <input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Boiler and Machinery / Equipment Breakdown <input checked="" type="checkbox"/> Ordinance or Law <input checked="" type="checkbox"/> Builder's Risk (As Scheduled with CharterSAFE) | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower</td> <td style="width: 50%; vertical-align: top;">Building Value Content Value EDP</td> </tr> <tr> <td style="border-top: 1px solid black; vertical-align: top;">\$10,000,000</td> <td style="border-top: 1px solid black; vertical-align: top;">Business Interruption</td> </tr> <tr> <td style="border-top: 1px solid black; vertical-align: top;">\$5,000,000</td> <td style="border-top: 1px solid black; vertical-align: top;">Extra Expense</td> </tr> <tr> <td style="border-top: 1px solid black; vertical-align: top;">As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower</td> <td style="border-top: 1px solid black; vertical-align: top;">Boiler and Machinery / Equipment Breakdown</td> </tr> </table> | As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower | Building Value Content Value EDP | \$10,000,000 | Business Interruption | \$5,000,000 | Extra Expense | As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower | Boiler and Machinery / Equipment Breakdown |
| As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower | Building Value Content Value EDP | | | | | | | | | |
| \$10,000,000 | Business Interruption | | | | | | | | | |
| \$5,000,000 | Extra Expense | | | | | | | | | |
| As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower | Boiler and Machinery / Equipment Breakdown | | | | | | | | | |

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|------|---|---|
| A,H | Section XIII: Pollution Liability and First Party Remediation Deductible: \$10,000 per occurrence | \$1,000,000 per pollution condition \$5,000,000 per occurrence/aggregate for all CharterSAFE members combined |
| A,I | Section XIV: Terrorism Liability | \$5,000,000 per occurrence/aggregate for all CharterSAFE members combined |
| A,J | Section XV: Terrorism Property Deductible: \$1,000 per occurrence | As Scheduled with CharterSAFE or \$20,000,000 per occurrence, whichever is lower Total insured Value (Building Value + Content Value + EDP) \$20,000,000 aggregate for all CharterSAFE members combined |
| A, K | Section XVI: Student Accident and Volunteer Accident Deductible: \$500 per incident for losses arising out of participation in High Risk Activities** <input checked="" type="checkbox"/> Student Accident <input checked="" type="checkbox"/> Volunteer Accident | \$50,000 per incident \$25,000 per incident |
| L | Section XVII: Cyber Liability Deductible: \$2,500 per claim | \$1,000,000 per claim \$5,000,000 aggregate for all CharterSAFE members combined |

*Self-insured in California as a named member of the California Charter Schools Joint Powers Authority dba CharterSAFE .

**A list of High Risk Activities is available at www.chartersafe.org or you may contact Carly Weston (cweston@chartersafe.org / 818-709-1570) from CharterSAFE's Risk Management Team.

‡ Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

INSURED EXPOSURES

| | | |
|--------------------------------------|-----------------|-----------------------------|
| No. Students: 15,134 | Vehicles: | Mobile Equipment: |
| No. Employees: 1,744 | - No. Sedans: 0 | - No. Drones: 0 |
| Payroll: \$89,834,679.10 | - No. Trucks: 0 | - No. Trailers: 0 |
| Builder's Risk Projects Scheduled: 2 | - No. Vans: 4 | - No. Golf Carts: 0 |
| | - No. Buses: 0 | - Other Mobile Equipment: 0 |

BUILDER'S RISK PROJECTS

| <u>Project Location</u> | <u>Start Date</u> | <u>End Date</u> | <u>Total Construction Value</u> |
|--|-------------------|-----------------|---------------------------------|
| 3201 E. Morada Lane, Stockton, CA | 01/15/2016 | 07/15/2017 | \$9,269,849.00 |
| 1039 Garden Street, East Palo Alto, CA | 02/01/2016 | 07/15/2017 | \$4,829,213.00 |

INSURED SCHOOLS AND LOCATIONS

| <u>ID</u> | <u>LOCATION NAME</u> | <u>BLDG VALUE</u> | <u>CONTENT VALUE</u> | <u>EDP VALUE</u> | <u>TOTAL TIV</u> |
|-----------|----------------------|-------------------|----------------------|------------------|------------------|
|-----------|----------------------|-------------------|----------------------|------------------|------------------|

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| <u>ID</u> | <u>LOCATION NAME</u> | <u>BLDG_VALUE</u> | <u>CONTENT_VALUE</u> | <u>EDP_VALUE</u> | <u>TOTAL_TIV</u> |
|-----------|--|-------------------|----------------------|------------------|------------------|
| 1541 | Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue | \$306,877.57 | \$141,053.66 | \$67,545.04 | \$515,476.27 |
| 1545 | Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue | \$172,198.06 | \$120,570.78 | \$61,299.69 | \$354,068.53 |
| 14623 | Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave. | \$14,135,593.69 | \$265,574.38 | \$100,000.00 | \$14,501,168.07 |
| 10002 | Aspire APEX Academy: 444 N. American | \$894,158.11 | \$50,000.00 | \$30,008.33 | \$974,166.44 |
| 1522 | Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane | \$22,429.28 | \$367,121.77 | \$44,279.98 | \$433,831.03 |
| 15765 | Aspire Benjamin Holt Middle School: 3293 East Morada | \$0.00 | \$281,334.32 | \$40,000.00 | \$321,334.32 |
| 1528 | Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue | \$264,512.15 | \$50,000.00 | \$74,436.32 | \$388,948.47 |
| 1524 | Aspire Capitol Heights Academy: 2520 33rd Street | \$492,866.65 | \$165,694.12 | \$13,569.01 | \$672,129.78 |
| 1535 | Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue | \$328,505.60 | \$215,026.05 | \$225,466.40 | \$768,998.05 |
| 15945 | Aspire Central Valley Regional Office: 3311 East Morada | \$5,879.16 | \$93,242.48 | \$30,000.00 | \$129,121.64 |
| 1552 | Aspire College Academy: 8030 Atherton Street | \$502,046.10 | \$236,859.30 | \$66,912.57 | \$805,817.97 |
| 10125 | Aspire College for Certain: 1009 66th Avenue | \$15,905,328.00 | \$0.00 | \$0.00 | \$15,905,328.00 |
| 10126 | Aspire College for Certain: 1039 Garden Street | \$9,675,693.00 | \$0.00 | \$0.00 | \$9,675,693.00 |
| 15762 | Aspire College for Certain: 1801 Pyrenees Ave. | \$6,500,000.00 | \$0.00 | \$0.00 | \$6,500,000.00 |
| 10121 | Aspire College for Certain: 2040-2050 West Lane | \$16,785,105.00 | \$0.00 | \$0.00 | \$16,785,105.00 |
| 10120 | Aspire College for Certain: 2360 El Camino Avenue | \$7,499,150.43 | \$0.00 | \$0.00 | \$7,499,150.43 |
| 10124 | Aspire College for Certain: 2565 58th Street | \$6,875,539.75 | \$0.00 | \$0.00 | \$6,875,539.75 |
| 15763 | Aspire College for Certain: 3201 East Morado Lane | \$9,000,000.00 | \$0.00 | \$0.00 | \$9,000,000.00 |
| 15971 | Aspire College for Certain: 3293 East Morada Lane | \$6,656,908.00 | \$0.00 | \$0.00 | \$6,656,908.00 |
| 15972 | Aspire College for Certain: 3311 East Morada Lane | \$3,190,281.00 | \$0.00 | \$0.00 | \$3,190,281.00 |
| 10119 | Aspire College for Certain: 400 105th Avenue | \$7,751,235.37 | \$0.00 | \$0.00 | \$7,751,235.37 |

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| <u>ID</u> | <u>LOCATION NAME</u> | <u>BLDG_VALUE</u> | <u>CONTENT_VALUE</u> | <u>EDP_VALUE</u> | <u>TOTAL_TIV</u> |
|-----------|---|-------------------|----------------------|------------------|------------------|
| 10118 | Aspire College for Certain: 6720-6724 S. Alameda Street | \$8,717,789.42 | \$0.00 | \$0.00 | \$8,717,789.42 |
| 1523 | Aspire East Palo Alto Charter School: 1286 Runnymede Street | \$196,644.84 | \$50,000.00 | \$112,993.34 | \$359,638.18 |
| 10003 | Aspire East Palo Alto Phoenix Academy: 1039 Garden Street | \$18,000.00 | \$68,705.30 | \$95,105.76 | \$181,811.06 |
| 1538 | Aspire ERES Academy: 1936 Courtland Avenue | \$260,461.59 | \$50,000.00 | \$38,625.27 | \$349,086.86 |
| 1547 | Aspire Firestone Academy: 8929 Kauffman Avenue | \$0.00 | \$54,991.06 | \$130,629.08 | \$185,620.14 |
| 1546 | Aspire Gateway Academy: 8929 Kauffman Avenue | \$500,000.00 | \$33,475.65 | \$113,157.07 | \$646,632.72 |
| 1532 | Aspire Golden State College Preparatory Academy: 1009 66th Avenue | \$2,850,436.87 | \$306,125.13 | \$66,187.97 | \$3,222,749.97 |
| 1550 | Aspire Inskeep Academy: 123 W. 59th Street | \$9,900.00 | \$33,534.99 | \$147,857.88 | \$191,292.87 |
| 1543 | Aspire Junior Collegiate Academy: 6720 S. Alameda Street | \$143,420.50 | \$191,982.11 | \$88,352.41 | \$423,755.02 |
| 1531 | Aspire Langston Hughes Academy: 2050 West Lane | \$86,048.87 | \$223,835.58 | \$48,037.13 | \$357,921.58 |
| 1520 | Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue | \$311,058.75 | \$365,095.46 | \$208,855.96 | \$885,010.17 |
| 1519 | Aspire Monarch Academy: 1445 101st Avenue | \$614,938.86 | \$237,763.31 | \$74,912.13 | \$927,614.30 |
| 10112 | Aspire Ollin Academy: 2540 East 58th Street | \$11,552,188.65 | \$267,542.30 | \$270,830.57 | \$12,090,561.52 |
| 10352 | Aspire Ollin Gymnasium: 2545 East 58th Street | \$4,707,123.00 | \$64,574.17 | \$20,000.00 | \$4,791,697.17 |
| 1548 | Aspire Pacific Academy: 2565 58th Street | \$16,316.12 | \$55,215.50 | \$159,368.27 | \$230,899.89 |
| 10004 | Aspire Port City Academy: 2040 West Lane | \$53,103.95 | \$134,095.87 | \$58,042.78 | \$245,242.60 |
| 1542 | Aspire Public Schools: 1001 22nd Avenue | \$434,135.00 | \$376,723.00 | \$858,066.00 | \$1,668,924.00 |
| 14258 | Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road | \$90,985.29 | \$286,859.29 | \$38,445.63 | \$416,290.21 |
| | Aspire Richmond Technology Academy: 3170 Hilltop Road | \$69,519.39 | \$253,553.22 | \$20,134.79 | \$343,207.40 |
| 1533 | Aspire River Oaks Charter School: 1801 Pyrenees Avenue | \$159,794.08 | \$192,209.89 | \$36,896.66 | \$388,900.63 |
| 1526 | Aspire Rosa Parks Academy: 1930 South D. Street | \$10,509,900.82 | \$258,625.90 | \$48,461.59 | \$10,816,988.31 |

charterSAFE

| <u>ID</u> | <u>LOCATION_NAME</u> | <u>BLDG_VALUE</u> | <u>CONTENT_VALUE</u> | <u>EDP_VALUE</u> | <u>TOTAL_TIV</u> |
|---------------|--|-------------------------|-----------------------|-----------------------|-------------------------|
| 1551 | Aspire Slauson Academy: 123 W. 59th Street | \$500,000.00 | \$185,088.21 | \$151,052.00 | \$836,140.21 |
| 1521 | Aspire Summit Charter Academy: 2036 E. Hatch Road | \$826,233.36 | \$215,903.91 | \$120,801.45 | \$1,162,938.72 |
| 1549 | Aspire Tate Academy: 123 W. 59th Street | \$9,900.00 | \$36,432.61 | \$128,993.82 | \$175,326.43 |
| 1540 | Aspire Titan Academy: 6724 South Alameda Street | \$84,831.33 | \$256,370.09 | \$221,439.29 | \$562,640.71 |
| 1525 | Aspire Triumph Technology Academy: 3200 62nd Avenue | \$397,889.16 | \$47,248.39 | \$105,834.97 | \$550,972.52 |
| 1517 | Aspire University Charter School: 3313 Coffee Road | \$148,683.07 | \$50,000.00 | \$52,438.03 | \$251,121.10 |
| 1539 | Aspire Vanguard College Preparatory Academy: 5255 First Street | \$41,150.00 | \$50,000.00 | \$95,866.68 | \$187,016.68 |
| 1518 | Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road | \$2,112,541.01 | \$311,489.23 | \$42,790.11 | \$2,466,820.35 |
| 15745 | Los Angeles Regional Office: 5901 E Slauson Avenue | \$33,271.00 | \$30,000.00 | \$30,000.00 | \$93,271.00 |
| Total: | 51 | \$152,420,571.85 | \$6,673,917.03 | \$4,337,693.98 | \$163,432,182.86 |

Aspire East Palo Alto Charter Schools

Budget

| | | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Notes |
|-----------------------------|---|--------------------|--------------------|---------------------|---------------------|---|
| | | Budget | Budget | Budget | Budget | |
| Revenues | | | | | | |
| State | LCFF - net state aid | \$4,811,676 | \$5,118,996 | \$5,598,819 | \$6,042,894 | See revenue assumptions below |
| | LCFF - education protection account | \$849,936 | \$849,936 | \$849,936 | \$849,936 | Estimated based on most recent apportionment data |
| | Lottery | \$122,979 | \$130,593 | \$141,221 | \$151,040 | See revenue assumptions below |
| | Mandate block grant | \$216,190 | \$10,755 | \$11,630 | \$12,439 | See revenue assumptions below |
| | ASES grant | \$163,800 | \$163,800 | \$163,800 | \$163,800 | Assumed continuation of current ASES grant |
| | SB740 facility grant | \$212,230 | \$221,780 | \$258,921 | \$286,511 | See revenue assumptions below |
| | State SpEd | \$661,605 | \$655,732 | \$636,184 | \$673,759 | See revenue assumptions below; includes EDCOE transfers |
| | State nutrition | \$16,890 | \$17,298 | \$17,782 | \$18,349 | Estimated based on historical participation rates |
| | Other state | \$0 | \$0 | \$0 | \$0 | |
| Federal | Title I/II/III | \$373,482 | \$396,605 | \$428,882 | \$458,704 | Estimated based on current grant amounts |
| | CSFIG facility grant | \$6,305 | \$6,305 | \$6,305 | \$6,305 | Assume all facility grant revenue from SB740; assume zero |
| | Federal SpEd | \$79,125 | \$84,024 | \$90,862 | \$97,180 | See revenue assumptions below |
| | Federal nutrition | \$269,105 | \$275,590 | \$283,307 | \$292,288 | Estimated based on historical participation rates |
| | Other federal | \$0 | \$0 | \$0 | \$0 | Teacher Incentive Fund grant |
| Local | LCFF - In lieu of property taxes | \$1,032,460 | \$1,096,383 | \$1,185,609 | \$1,268,049 | See revenue assumptions below |
| | Local nutrition | \$10,752 | \$11,011 | \$11,319 | \$11,678 | Estimated based on historical participation rates |
| | Other local | \$380,000 | \$380,000 | \$380,000 | \$380,000 | Estimated based on historical amounts |
| | Interfund Transfer In & Other Prior year Restricted | \$50,000 | \$50,000 | \$50,000 | \$50,000 | |
| Revenues - Total | | \$9,256,535 | \$9,468,808 | \$10,114,577 | \$10,762,929 | |
| Expenses - Personnel | | | | | | |
| Pay | Certificated - teachers | \$2,649,600 | \$2,769,820 | \$2,895,900 | \$3,139,360 | See staffing assumptions below |
| | Certificated - support | \$86,000 | \$88,073 | \$90,539 | \$93,409 | See staffing assumptions below |
| | Certificated - admin | \$600,000 | \$512,050 | \$526,387 | \$543,074 | See staffing assumptions below |
| | Classified - instructional aides | \$466,125 | \$405,544 | \$438,000 | \$451,885 | See staffing assumptions below |
| | Classified - support | \$70,000 | \$71,687 | \$75,000 | \$77,378 | See staffing assumptions below |
| | Classified - admin | \$0 | \$0 | \$0 | \$0 | See staffing assumptions below |
| | Classified - clerical/office staff | \$365,400 | \$374,206 | \$384,684 | \$396,878 | See staffing assumptions below |
| | Classified - other | \$127,215 | \$130,281 | \$135,050 | \$139,331 | See staffing assumptions below |
| Benefits | Benefits & payroll taxes | \$1,532,706 | \$1,617,109 | \$1,755,114 | \$1,888,227 | See expense assumptions below |
| Expenses - Personnel | | \$5,897,046 | \$5,968,769 | \$6,300,674 | \$6,729,541 | |
| Expenses - Operating | | | | | | |
| Supplies | Books | \$109,189 | \$115,949 | \$125,385 | \$134,104 | See expense assumptions below |
| | Materials | \$171,000 | \$181,587 | \$196,365 | \$210,019 | See expense assumptions below |
| | Software | \$70,000 | \$74,334 | \$80,383 | \$85,973 | See expense assumptions below |
| | Computers, equipment, & furniture | \$45,000 | \$47,786 | \$51,675 | \$55,268 | See expense assumptions below |
| | Food services | \$296,747 | \$303,899 | \$312,408 | \$322,312 | Set equal to nutrition revenues; assume break-even |
| Services | Travel & conferences | \$97,000 | \$99,338 | \$102,119 | \$109,998 | See expense assumptions below |
| | Repairs & maintenance | \$28,000 | \$29,734 | \$32,153 | \$34,389 | See expense assumptions below |
| | Insurance | \$59,000 | \$62,653 | \$67,752 | \$72,463 | See expense assumptions below |
| | Utilities | \$166,260 | \$176,554 | \$190,922 | \$204,197 | Estimated based on historical amounts |
| | Rent | \$455,315 | \$455,315 | \$455,315 | \$455,315 | Estimated based on historical amounts |
| | Leases | \$28,000 | \$29,734 | \$32,153 | \$34,389 | Estimated based on historical amounts |
| | Professional services | \$450,572 | \$445,988 | \$457,631 | \$470,728 | See expense assumptions below |
| | Communications | \$36,376 | \$37,104 | \$37,846 | \$40,478 | Estimated based on historical amounts |
| | Authorizer oversight fees | \$200,822 | \$211,959 | \$229,031 | \$244,826 | See expense assumptions below |
| Interest | Interest | \$0 | \$0 | \$0 | \$0 | Estimated based on debt balance |
| Depreciation | Depreciation | \$0 | \$0 | \$0 | \$0 | Estimated based on net fixed assets balance |
| Other Outgo | National, Regional, & SpEd contributions | \$1,036,941 | \$1,064,458 | \$1,150,254 | \$1,229,629 | See expense assumptions below |
| | Interfund Transfer Out & Other Expenses | \$120,998 | \$121,298 | \$121,604 | \$121,604 | |
| Expenses - Operating | | \$3,371,222 | \$3,457,689 | \$3,642,997 | \$3,825,692 | |
| Expenses - Total | | \$9,268,268 | \$9,426,458 | \$9,943,672 | \$10,555,233 | |
| Surplus/(Deficit) | | (\$11,733) | \$42,350 | \$170,906 | \$207,697 | |
| Beginning Fund Balance | | \$7,469,138 | \$7,457,405 | \$7,499,755 | \$7,670,661 | |
| Ending Fund Balance | | \$7,457,405 | \$7,499,755 | \$7,670,661 | \$7,878,357 | |
| Students | | | | | | |
| Total enrollment | | 650 | 674 | 709 | 735 | See enrollment assumptions below |
| Attendance rate | | 95.0% | 95.0% | 95.0% | 95.0% | Estimated based on most recent attendance report data |
| Total ADA | | 618 | 640 | 674 | 698 | Product of enrollment x attendance rate |
| Unduplicated % | | 93.0% | 93.0% | 93.0% | 93.0% | Estimated based on most recent CALPADS data |
| Enrollment | | | | | | |
| Enrollment - K | | 75 | 90 | 90 | 90 | |
| Enrollment - 1 | | 75 | 75 | 75 | 75 | |
| Enrollment - 2 | | 75 | 75 | 75 | 75 | |
| Enrollment - 3 | | 75 | 75 | 75 | 75 | |
| Enrollment - 4 | | 75 | 75 | 75 | 75 | |
| Enrollment - 5 | | 75 | 75 | 75 | 75 | |
| Enrollment - 6 | | 65 | 90 | 90 | 90 | |
| Enrollment - 7 | | 55 | 64 | 90 | 90 | |
| Enrollment - 8 | | 60 | 55 | 64 | 90 | |
| Enrollment - 9 | | - | - | - | - | |
| Enrollment - 10 | | - | - | - | - | |
| Enrollment - 11 | | - | - | - | - | |
| Enrollment - 12 | | 20 | - | - | - | |
| Total enrollment | | 650 | 674 | 709 | 735 | |

Aspire East Palo Alto Charter Schools

Budget

| | 2018-2019 Budget | 2019-2020 Budget | 2020-2021 Budget | 2021-2022 Budget | Notes |
|--|---------------------|---------------------|---------------------|---------------------|--|
| Staffing Assumptions | | | | | |
| Staff FTEs | | | | | |
| Cert. Teachers | 38.4 | 39.4 | 39.4 | 41.4 | Mirrors changes in enrollment |
| Cert. Support (Dean, Psych, SLP) | 1.0 | 1.0 | 1.0 | 1.0 | Mirrors changes in enrollment |
| Cert. Admin (Principals, APs) | 6.0 | 5.0 | 5.0 | 5.0 | Mirrors changes in enrollment |
| Instructional Aides | 14.1 | 12.0 | 12.0 | 12.0 | Mirrors changes in enrollment |
| Class. Support (Counselors) | 1.0 | 1.0 | 1.0 | 1.0 | Mirrors changes in enrollment |
| Class. Admin | - | - | - | - | Mirrors changes in enrollment |
| Clerical/Office Staff | 6.3 | 6.3 | 6.3 | 6.3 | Mirrors changes in enrollment |
| Class. Other (Custodial, Campus Monitors) | 3.7 | 3.7 | 3.7 | 3.7 | Mirrors changes in enrollment |
| Total FTEs | 70.5 | 68.4 | 68.4 | 70.4 | |
| Avg pay per FTE | | | | | |
| Cert. Teachers | \$69,000 | \$70,300 | \$73,500 | \$75,830 | Increases from 2016-2017 onward tracking with COLA |
| Cert. Support (Dean, Psych, SLP) | \$86,000 | \$88,073 | \$90,539 | \$93,409 | Increases from 2016-2017 onward tracking with COLA |
| Cert. Admin (Principals, APs) | \$100,000 | \$102,410 | \$105,277 | \$108,615 | Increases from 2016-2017 onward tracking with COLA |
| Instructional Aides | \$33,000 | \$33,795 | \$36,500 | \$37,657 | Increases from 2016-2017 onward tracking with COLA |
| Class. Support (Counselors) | \$70,000 | \$71,687 | \$75,000 | \$77,378 | Increases from 2016-2017 onward tracking with COLA |
| Class. Admin | \$0 | \$0 | \$0 | \$0 | Increases from 2016-2017 onward tracking with COLA |
| Clerical/Office Staff | \$58,000 | \$59,398 | \$61,061 | \$62,997 | Increases from 2016-2017 onward tracking with COLA |
| Class. Other (Custodial, Campus Monitors) | \$34,853 | \$35,693 | \$37,000 | \$38,173 | Increases from 2016-2017 onward tracking with COLA |
| Average pay per FTE | \$61,927 | \$63,667 | \$66,504 | \$68,818 | |
| Revenue Assumptions | | | | | |
| LCFF | | | | | |
| COLA | 2.51% | 2.41% | 2.80% | 3.17% | CDE/DOF estimates |
| Base Grant - K-3 | \$7,374 | \$7,552 | \$7,763 | \$8,009 | CDE/DOF estimates |
| Base Grant - 4-6 | \$7,484 | \$7,664 | \$7,879 | \$8,129 | CDE/DOF estimates |
| Base Grant - 7-8 | \$7,707 | \$7,893 | \$8,114 | \$8,371 | CDE/DOF estimates |
| Base Grant - 9-12 | \$8,930 | \$9,145 | \$9,401 | \$9,699 | CDE/DOF estimates |
| Grade Level Supplement % - K-3 | 10.4% | 10.4% | 10.4% | 10.4% | CDE/DOF estimates |
| Grade Level Supplement % - 9-12 | 2.6% | 2.6% | 2.6% | 2.6% | CDE/DOF estimates |
| Supplemental grant % | 20.0% | 20.0% | 20.0% | 20.0% | CDE/DOF estimates |
| Concentration grant threshold % | 55.0% | 55.0% | 55.0% | 55.0% | CDE/DOF estimates |
| Unduplicated % - local district | 95.4% | 95.4% | 95.4% | 95.4% | Estimated based on most recent apportionment data |
| Concentration grant % | 50.0% | 50.0% | 50.0% | 50.0% | CDE/DOF estimates |
| LCFF gap funded % | 100.0% | 100.0% | 100.0% | 100.0% | CDE/DOF estimates |
| In Lieu | | | | | |
| Amount per ADA - K-12 | \$1,672 | \$1,712 | \$1,760 | \$1,816 | Estimated based on most recent apportionment data |
| Lottery | | | | | |
| Amount per ADA - K-12 | \$199 | \$204 | \$210 | \$216 | School Services estimates |
| Mandate | | | | | |
| Amount per ADA - K-8 | \$16 | \$17 | \$17 | \$18 | School Services estimates |
| Amount per ADA - 9-12 | \$44 | \$45 | \$46 | \$48 | School Services estimates |
| One-time discretionary funds | \$205,536 | \$0 | \$0 | \$0 | School Services estimates |
| Facility Grant | | | | | |
| SB740 facility grant - eligibility (Yes/No) | Yes | Yes | Yes | Yes | |
| SB740 facility grant - % of rent method | 75.0% | 75.0% | 75.0% | 75.0% | CSFA estimates |
| SB740 facility grant - \$/ADA method | \$1,117 | \$1,117 | \$1,117 | \$1,117 | CSFA estimates |
| SpEd | | | | | |
| State special education funding rate (per ADA) | \$527 | \$540 | \$555 | \$572 | Estimated based on most recent apportionment data |
| State mental health funding rate (per ADA) | \$122 | \$125 | \$128 | \$133 | Estimated based on most recent apportionment data |
| EDCOE intra-Aspire revenue transfer | \$260,908 | \$230,227 | \$176,050 | \$181,631 | Estimated based on historical amounts |
| Federal special education funding rate (per ADA) | \$128 | \$131 | \$135 | \$139 | Estimated based on most recent apportionment data |
| Expense Assumptions | | | | | |
| COLA | 2.51% | 2.41% | 2.80% | 3.17% | Match revenue COLA |
| Benefits | | | | | |
| STRS % (certificated staff) | 16.28% | 18.13% | 19.10% | 19.10% | School Services estimates |
| PERS % (classified staff) | 18.06% | 20.00% | 22.70% | 23.80% | School Services estimates |
| Medicare % (all staff) | 1.45% | 1.45% | 1.45% | 1.45% | No change to current rate |
| Social Security % (classified staff) | 7.65% | 7.65% | 7.65% | 7.65% | No change to current rate |
| Other benefits costs % (all staff) | 1.50% | 1.50% | 1.50% | 1.50% | No change to current rate |
| Healthcare average per eligible employee | \$8,925 | \$9,371 | \$9,840 | \$10,332 | 5% increase per year |
| Supplies | | | | | |
| Books - cost per student | \$168 | \$172 | \$177 | \$182 | Estimated based on historical amounts |
| Materials - cost per student | \$263 | \$269 | \$277 | \$286 | Estimated based on historical amounts |
| Software - cost per student | \$108 | \$110 | \$113 | \$117 | Estimated based on historical amounts |
| Comp., equip., & furn. - per student | \$69 | \$71 | \$73 | \$75 | Estimated based on historical amounts |
| Comp., equip., & furn. - per staff | \$0 | \$0 | \$0 | \$0 | Estimated based on historical amounts |
| Services | | | | | |
| Travel & conferences - cost per cert. staff | \$2,137 | \$2,188 | \$2,249 | \$2,321 | Estimated based on historical amounts |
| Repairs & maintenance - cost per student | \$43 | \$44 | \$45 | \$47 | Estimated based on historical amounts |
| Insurance - cost per student | \$91 | \$93 | \$96 | \$99 | Estimated based on historical amounts |
| Prof. services - facility contractors per month | \$9,667 | \$9,900 | \$10,177 | \$10,499 | Estimated based on historical amounts |
| Prof. services - ed consultants - flat amount | \$178,572 | \$182,876 | \$187,997 | \$193,956 | Estimated based on historical amounts |
| Prof. services - other - flat amount | \$156,000 | \$144,316 | \$147,512 | \$150,779 | Estimated based on historical amounts |
| Authorizer oversight fees | 3.00% | 3.00% | 3.00% | 3.00% | % of LCFF revenues |
| Other Outgo | | | | | |
| National, Regional, & SpEd contributions | 14.00% | 14.00% | 14.00% | 14.00% | % of ongoing state and federal revenues |

Cash Flow

| Timing Assumptions | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP |
|--|-------------|---------------|------------------|----------------|-----------------|-----------------|----------------|-----------------|--------------|--------------|------------|-------------|--------------|
| Revenue | | | | | | | | | | | | | |
| LCFF - net state aid | 5.0% | 5.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 0.0% |
| LCFF - education protection account | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% |
| Lottery | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 50.0% |
| Mandate block grant | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| ASES grant | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 35.0% | 0.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 40.0% |
| SB740 facility grant | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 37.5% | 0.0% | 0.0% | 0.0% | 12.5% |
| State SpEd | 5.0% | 5.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 9.0% | 5.6% | 0.2% | 0.0% | 21.2% |
| State nutrition | 0.0% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 0.0% |
| Other state | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Title I/II/III | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 40.0% | 0.0% | 0.0% | 0.0% | 40.0% | 0.0% | 0.0% | 20.0% |
| CSFIG facility grant | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 0.0% |
| Federal SpEd | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% | 25.0% | 0.0% | 50.0% |
| Federal nutrition | 0.0% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 0.0% |
| Other federal | 0.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 25.0% |
| LCFF - In lieu of property taxes | 6.0% | 12.0% | 8.0% | 8.0% | 8.0% | 8.0% | 8.0% | 14.0% | 7.0% | 7.0% | 7.0% | 7.0% | 0.0% |
| Local nutrition | 0.0% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 9.1% | 0.0% |
| Other local | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 0.0% |
| Expenses | | | | | | | | | | | | | |
| (1000) Certificated Salaries | 8.0% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 8.4% | 0.0% |
| (2000) Classified Salaries | 7.0% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 8.5% | 0.0% |
| (3000) Employee Benefits | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 7.0% | 16.0% |
| (4000) Books/Supplies | 10.0% | 10.0% | 8.0% | 7.5% | 7.5% | 7.5% | 7.5% | 7.5% | 7.5% | 7.5% | 7.5% | 7.5% | 4.5% |
| (5000) Services/Other Operating Expenses | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.8% | 7.0% |
| (5870) Interest | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 0.0% |
| (6000) Capital Outlay | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 0.0% |
| (7000) All Other Outgo | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 8.3% | 0.0% |

Cash Flow

| 2017-2018 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|--|----------------|--------------|--------------|--------------|--------------|------------|--------------|-------------|-------------|--------------|------------|--------------|------------|------------|---------------|
| Beginning Cash Balance | | \$ 1,216,957 | \$ 740,732 | \$ 313,145 | \$ 324,541 | \$ 315,649 | \$ 328,654 | \$ 642,632 | \$ 623,119 | \$ 537,942 | \$ 729,133 | \$ 845,002 | \$ 669,265 | \$ 682,510 | |
| Revenues | | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | | |
| LCFF - net state aid | \$ 6,007,757 | \$ 300,388 | \$ 300,388 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ 540,698 | \$ - | \$ 6,007,757 |
| LCFF - education protection account | \$ 849,936 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ 849,936 |
| Lottery | \$ 135,361 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 33,840 | \$ - | \$ - | \$ 33,840 | \$ - | \$ - | \$ 67,681 | \$ 135,361 |
| Mandate block grant | \$ 121,844 | \$ - | \$ - | \$ - | \$ - | \$ 121,844 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 121,844 |
| ASES grant | \$ 163,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 57,330 | \$ - | \$ - | \$ - | \$ 40,950 | \$ - | \$ - | \$ 65,520 | \$ 163,800 |
| SB740 facility grant | \$ 243,970 | \$ - | \$ - | \$ - | \$ 121,985 | \$ - | \$ - | \$ - | \$ - | \$ 91,489 | \$ - | \$ - | \$ - | \$ 30,496 | \$ 243,970 |
| State SpEd | \$ 960,636 | \$ 48,032 | \$ 48,032 | \$ 86,457 | \$ 86,457 | \$ 86,457 | \$ 86,457 | \$ 86,457 | \$ 86,457 | \$ 86,457 | \$ 53,603 | \$ 1,729 | \$ - | \$ 204,039 | \$ 960,636 |
| State nutrition | \$ 16,477 | \$ - | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ 1,498 | \$ - | \$ 16,477 |
| Other state | \$ 3,560 | \$ 3,560 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,560 |
| Subtotal State | \$ 8,503,342 | \$ 351,980 | \$ 349,918 | \$ 841,137 | \$ 750,639 | \$ 750,497 | \$ 898,467 | \$ 662,494 | \$ 628,653 | \$ 932,626 | \$ 670,590 | \$ 543,925 | \$ 754,680 | \$ 367,736 | \$ 8,503,342 |
| Federal | | | | | | | | | | | | | | | |
| Title I/II/III | \$ 382,505 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 153,002 | \$ - | \$ - | \$ - | \$ 153,002 | \$ - | \$ - | \$ 76,501 | \$ 382,505 |
| CSFIG facility grant | \$ 6,305 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ - | \$ 6,305 |
| Federal SpEd | \$ 87,092 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 21,773 | \$ - | \$ - | \$ - | \$ 21,773 | \$ - | \$ 43,546 | \$ 87,092 |
| Federal nutrition | \$ 281,260 | \$ - | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ 25,569 | \$ - | \$ 281,260 |
| Other federal | \$ 134,848 | \$ - | \$ - | \$ - | \$ 33,712 | \$ - | \$ - | \$ 33,712 | \$ - | \$ - | \$ 33,712 | \$ - | \$ - | \$ 33,712 | \$ 134,848 |
| Subtotal Federal | \$ 892,010 | \$ 525 | \$ 26,095 | \$ 26,095 | \$ 59,807 | \$ 26,095 | \$ 179,097 | \$ 81,579 | \$ 26,095 | \$ 26,095 | \$ 212,809 | \$ 47,867 | \$ 26,095 | \$ 153,759 | \$ 892,010 |
| Local | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | \$ 394,351 | \$ 23,661 | \$ 47,322 | \$ 31,548 | \$ 31,548 | \$ 31,548 | \$ 31,548 | \$ 31,548 | \$ 55,209 | \$ 27,605 | \$ 27,605 | \$ 27,605 | \$ 27,605 | \$ - | \$ 394,351 |
| Local nutrition | \$ 12,217 | \$ - | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ 1,111 | \$ - | \$ 12,217 |
| Other local | \$ 368,769 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ 30,731 | \$ - | \$ 368,769 |
| Subtotal Local | \$ 775,338 | \$ 54,392 | \$ 79,164 | \$ 63,390 | \$ 63,390 | \$ 63,390 | \$ 63,390 | \$ 63,390 | \$ 87,051 | \$ 59,446 | \$ 59,446 | \$ 59,446 | \$ 59,446 | \$ - | \$ 775,338 |
| Total Revenues | \$ 10,170,690 | \$ 406,897 | \$ 455,176 | \$ 930,621 | \$ 873,835 | \$ 839,981 | \$ 1,140,953 | \$ 807,463 | \$ 741,798 | \$ 1,018,167 | \$ 942,844 | \$ 651,239 | \$ 840,221 | \$ 521,495 | \$ 10,170,690 |
| Expenses | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | \$ 3,835,950 | \$ 306,876 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ 320,825 | \$ - | \$ 3,835,950 |
| (2000) Classified Salaries | \$ 1,281,133 | \$ 89,679 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ 108,314 | \$ - | \$ 1,281,133 |
| (3000) Employee Benefits | \$ 1,686,419 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 118,049 | \$ 269,827 | \$ 1,686,419 |
| (4000) Books/Supplies | \$ 710,955 | \$ 71,095 | \$ 71,095 | \$ 56,876 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 53,322 | \$ 31,993 | \$ 710,955 |
| (5000) Services/Other Operating Expenses | \$ 1,619,574 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 125,517 | \$ 113,370 | \$ 1,619,574 |
| (5870) Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (6000) Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (7000) All Other Outgo | \$ 1,211,384 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ 100,949 | \$ - | \$ 1,211,384 |
| Total Expenses | \$ 10,345,416 | \$ 812,166 | \$ 844,749 | \$ 830,530 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 826,976 | \$ 415,190 | \$ 10,345,416 |
| Surplus/(Deficit) | \$ (174,726) | \$ (405,269) | \$ (389,574) | \$ 100,091 | \$ 46,859 | \$ 13,005 | \$ 313,978 | \$ (19,513) | \$ (85,177) | \$ 191,191 | \$ 115,869 | \$ (175,737) | \$ 13,245 | \$ 106,305 | \$ (174,726) |
| Assets | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | \$ 1,201,179 | \$ 336,330 | \$ 180,177 | \$ 420,413 | \$ 264,259 | | | | | | | | | \$ - | \$ - |
| Liabilities | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | \$ (1,454,595) | \$ (407,287) | \$ (218,189) | \$ (509,108) | \$ (320,011) | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| Capital Expenditures | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | \$ - | \$ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | \$ - | \$ - |
| Other Capital Expenditures | | | | | | | | | | | | | | \$ - | \$ - |
| Depreciation (add back) | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending Cash Balance | | \$ 740,732 | \$ 313,145 | \$ 324,541 | \$ 315,649 | \$ 328,654 | \$ 642,632 | \$ 623,119 | \$ 537,942 | \$ 729,133 | \$ 845,002 | \$ 669,265 | \$ 682,510 | | |

Cash Flow

| 2018-2019 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|--|--------------|--------------|--------------|-------------|-------------|------------|--------------|-------------|-------------|------------|------------|--------------|------------|------------|--------------|
| Beginning Cash Balance | | \$ 682,510 | \$ 383,807 | \$ 115,045 | \$ 250,238 | \$ 271,891 | \$ 392,989 | \$ 717,103 | \$ 672,537 | \$ 639,392 | \$ 826,045 | \$ 919,089 | \$ 775,100 | \$ 822,622 | |
| Revenues | | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | | |
| LCFF - net state aid | \$ 4,811,676 | \$ 240,584 | \$ 240,584 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 433,051 | \$ 4,811,676 |
| LCFF - education protection account | \$ 849,936 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ 849,936 |
| Lottery | \$ 122,979 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 30,745 | \$ - | \$ - | \$ 30,745 | \$ - | \$ - | \$ 61,489 | \$ 122,979 |
| Mandate block grant | \$ 216,190 | \$ - | \$ - | \$ - | \$ - | \$ 216,190 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 216,190 |
| ASES grant | \$ 163,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 57,330 | \$ - | \$ - | \$ - | \$ 40,950 | \$ - | \$ - | \$ 65,520 | \$ 163,800 |
| SB740 facility grant | \$ 212,230 | \$ - | \$ - | \$ - | \$ 106,115 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 79,586 | \$ - | \$ - | \$ 26,529 | \$ 212,230 |
| State SpEd | \$ 661,605 | \$ 33,080 | \$ 33,080 | \$ 59,544 | \$ 59,544 | \$ 59,544 | \$ 59,544 | \$ 59,544 | \$ 59,544 | \$ 59,544 | \$ 36,918 | \$ 1,191 | \$ - | \$ 140,525 | \$ 661,605 |
| State nutrition | \$ 16,890 | \$ - | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ 1,535 | \$ - | \$ 16,890 |
| Other state | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal State | \$ 7,055,306 | \$ 273,664 | \$ 275,200 | \$ 706,615 | \$ 600,246 | \$ 710,321 | \$ 763,945 | \$ 524,875 | \$ 494,131 | \$ 786,201 | \$ 543,199 | \$ 435,777 | \$ 647,070 | \$ 294,063 | \$ 7,055,306 |
| Federal | | | | | | | | | | | | | | | |
| Title I/III | \$ 373,482 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 149,393 | \$ - | \$ - | \$ - | \$ 149,393 | \$ - | \$ - | \$ 74,696 | \$ 373,482 |
| CSFIG facility grant | \$ 6,305 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ - | \$ 6,305 |
| Federal SpEd | \$ 79,125 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 19,781 | \$ - | \$ - | \$ - | \$ 19,781 | \$ - | \$ 39,562 | \$ 79,125 |
| Federal nutrition | \$ 269,105 | \$ - | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ 24,464 | \$ - | \$ 269,105 |
| Other federal | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal Federal | \$ 728,017 | \$ 525 | \$ 24,990 | \$ 24,990 | \$ 24,990 | \$ 24,990 | \$ 174,382 | \$ 44,771 | \$ 24,990 | \$ 24,990 | \$ 174,382 | \$ 44,771 | \$ 24,990 | \$ 114,259 | \$ 728,017 |
| Local | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | \$ 1,032,460 | \$ 61,948 | \$ 123,895 | \$ 82,597 | \$ 82,597 | \$ 82,597 | \$ 82,597 | \$ 82,597 | \$ 144,544 | \$ 72,272 | \$ 72,272 | \$ 72,272 | \$ 72,272 | \$ - | \$ 1,032,460 |
| Local nutrition | \$ 10,752 | \$ - | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ 977 | \$ - | \$ 10,752 |
| Other local | \$ 380,000 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ - | \$ 380,000 |
| Subtotal Local | \$ 1,423,212 | \$ 93,614 | \$ 156,539 | \$ 115,241 | \$ 115,241 | \$ 115,241 | \$ 115,241 | \$ 115,241 | \$ 177,189 | \$ 104,916 | \$ 104,916 | \$ 104,916 | \$ 104,916 | \$ - | \$ 1,423,212 |
| Total Revenues | \$ 9,206,535 | \$ 367,804 | \$ 456,728 | \$ 846,845 | \$ 740,476 | \$ 850,551 | \$ 1,053,568 | \$ 684,887 | \$ 696,309 | \$ 916,107 | \$ 822,497 | \$ 585,464 | \$ 776,976 | \$ 408,322 | \$ 9,206,535 |
| Expenses | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | \$ 3,335,600 | \$ 266,848 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ 278,977 | \$ - | \$ 3,335,600 |
| (2000) Classified Salaries | \$ 1,028,740 | \$ 72,012 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ 86,975 | \$ - | \$ 1,028,740 |
| (3000) Employee Benefits | \$ 1,532,706 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 107,289 | \$ 245,233 | \$ 1,532,706 |
| (4000) Books/Supplies | \$ 691,936 | \$ 69,194 | \$ 69,194 | \$ 55,355 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 51,895 | \$ 31,137 | \$ 691,936 |
| (5000) Services/Other Operating Expenses | \$ 1,521,346 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 117,904 | \$ 106,494 | \$ 1,521,346 |
| (5870) Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (6000) Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (7000) All Other Outgo | \$ 1,036,941 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ 86,412 | \$ - | \$ 1,036,941 |
| Total Expenses | \$ 9,147,270 | \$ 719,659 | \$ 746,752 | \$ 732,913 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 729,454 | \$ 382,864 | \$ 9,147,270 |
| Surplus/(Deficit) | \$ 59,265 | \$ (351,855) | \$ (290,024) | \$ 113,932 | \$ 11,023 | \$ 121,098 | \$ 324,115 | \$ (44,566) | \$ (33,145) | \$ 186,653 | \$ 93,044 | \$ (143,989) | \$ 47,523 | \$ 25,457 | \$ 59,265 |
| Assets | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | \$ 521,495 | \$ 260,747 | \$ 104,299 | \$ 104,299 | \$ 52,149 | | | | | | | | | \$ - | \$ - |
| Liabilities | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | \$ (415,190) | \$ (207,595) | \$ (83,038) | \$ (83,038) | \$ (41,519) | | | | | | | | | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | | | | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | | | | \$ - | \$ - |
| Capital Expenditures | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | \$ - | \$ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | \$ - | \$ - |
| Other Capital Expenditures | | | | | | | | | | | | | | \$ - | \$ - |
| Depreciation (add back) | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending Cash Balance | | \$ 383,807 | \$ 115,045 | \$ 250,238 | \$ 271,891 | \$ 392,989 | \$ 717,103 | \$ 672,537 | \$ 639,392 | \$ 826,045 | \$ 919,089 | \$ 775,100 | \$ 822,622 | | |

Cash Flow

| 2019-2020 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|--|--------------|--------------|--------------|-------------|-------------|-------------|--------------|-------------|------------|------------|------------|--------------|------------|------------|--------------|
| Beginning Cash Balance | | \$ 822,622 | \$ 489,489 | \$ 215,596 | \$ 355,791 | \$ 395,465 | \$ 332,457 | \$ 687,151 | \$ 667,042 | \$ 659,063 | \$ 869,988 | \$ 995,076 | \$ 873,520 | \$ 942,262 | |
| Revenues | | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | | |
| LCFF - net state aid | \$ 5,118,996 | \$ 255,950 | \$ 255,950 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ 460,710 | \$ - | \$ 5,118,996 |
| LCFF - education protection account | \$ 849,936 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ 849,936 |
| Lottery | \$ 130,593 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 32,648 | \$ - | \$ - | \$ 32,648 | \$ - | \$ - | \$ 65,296 | \$ 130,593 |
| Mandate block grant | \$ 10,755 | \$ - | \$ - | \$ - | \$ - | \$ 10,755 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,755 |
| ASES grant | \$ 163,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 57,330 | \$ - | \$ - | \$ - | \$ 40,950 | \$ - | \$ - | \$ 65,520 | \$ 163,800 |
| SB740 facility grant | \$ 221,780 | \$ - | \$ - | \$ - | \$ 110,890 | \$ - | \$ - | \$ - | \$ - | \$ 83,168 | \$ - | \$ - | \$ - | \$ 27,723 | \$ 221,780 |
| State SpEd | \$ 655,732 | \$ 32,787 | \$ 32,787 | \$ 59,016 | \$ 59,016 | \$ 59,016 | \$ 59,016 | \$ 59,016 | \$ 59,016 | \$ 59,016 | \$ 36,590 | \$ 1,180 | \$ - | \$ 139,277 | \$ 655,732 |
| State nutrition | \$ 17,298 | \$ - | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ 1,573 | \$ - | \$ 17,298 |
| Other state | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal State | \$ 7,168,890 | \$ 288,736 | \$ 290,309 | \$ 733,782 | \$ 632,188 | \$ 532,053 | \$ 791,112 | \$ 553,946 | \$ 521,298 | \$ 816,950 | \$ 572,470 | \$ 463,462 | \$ 674,766 | \$ 297,816 | \$ 7,168,890 |
| Federal | | | | | | | | | | | | | | | |
| Title I/II/III | \$ 396,605 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 158,642 | \$ - | \$ - | \$ - | \$ 158,642 | \$ - | \$ - | \$ 79,321 | \$ 396,605 |
| CSFIG facility grant | \$ 6,305 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ - | \$ 6,305 |
| Federal SpEd | \$ 84,024 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 21,006 | \$ - | \$ - | \$ - | \$ 21,006 | \$ - | \$ 42,012 | \$ 84,024 |
| Federal nutrition | \$ 275,590 | \$ - | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ 25,054 | \$ - | \$ 275,590 |
| Other federal | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal Federal | \$ 762,525 | \$ 525 | \$ 25,579 | \$ 25,579 | \$ 25,579 | \$ 25,579 | \$ 184,221 | \$ 46,585 | \$ 25,579 | \$ 25,579 | \$ 184,221 | \$ 46,585 | \$ 25,579 | \$ 121,333 | \$ 762,525 |
| Local | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | \$ 1,096,383 | \$ 65,783 | \$ 131,566 | \$ 87,711 | \$ 87,711 | \$ 87,711 | \$ 87,711 | \$ 87,711 | \$ 153,494 | \$ 76,747 | \$ 76,747 | \$ 76,747 | \$ 76,747 | \$ - | \$ 1,096,383 |
| Local nutrition | \$ 11,011 | \$ - | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ 1,001 | \$ - | \$ 11,011 |
| Other local | \$ 380,000 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ - | \$ 380,000 |
| Subtotal Local | \$ 1,487,394 | \$ 97,450 | \$ 164,234 | \$ 120,378 | \$ 120,378 | \$ 120,378 | \$ 120,378 | \$ 120,378 | \$ 186,161 | \$ 109,414 | \$ 109,414 | \$ 109,414 | \$ 109,414 | \$ - | \$ 1,487,394 |
| Total Revenues | \$ 9,418,808 | \$ 386,711 | \$ 480,122 | \$ 879,740 | \$ 778,146 | \$ 678,010 | \$ 1,095,712 | \$ 720,910 | \$ 733,038 | \$ 951,943 | \$ 866,106 | \$ 619,462 | \$ 809,760 | \$ 419,149 | \$ 9,418,808 |
| Expenses | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | \$ 3,369,943 | \$ 269,595 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ 281,850 | \$ - | \$ 3,369,943 |
| (2000) Classified Salaries | \$ 981,718 | \$ 68,720 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ 83,000 | \$ - | \$ 981,718 |
| (3000) Employee Benefits | \$ 1,617,109 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 113,198 | \$ 258,737 | \$ 1,617,109 |
| (4000) Books/Supplies | \$ 723,555 | \$ 72,356 | \$ 72,356 | \$ 57,884 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 54,267 | \$ 32,560 | \$ 723,555 |
| (5000) Services/Other Operating Expenses | \$ 1,548,378 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 119,999 | \$ 108,386 | \$ 1,548,378 |
| (5870) Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (6000) Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (7000) All Other Outgo | \$ 1,064,458 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ 88,705 | \$ - | \$ 1,064,458 |
| Total Expenses | \$ 9,305,160 | \$ 732,573 | \$ 759,107 | \$ 744,636 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 741,018 | \$ 399,684 | \$ 9,305,160 |
| Surplus/(Deficit) | \$ 113,648 | \$ (345,861) | \$ (278,985) | \$ 135,104 | \$ 37,128 | \$ (63,007) | \$ 354,694 | \$ (20,108) | \$ (7,980) | \$ 210,925 | \$ 125,088 | \$ (121,556) | \$ 68,742 | \$ 19,465 | \$ 113,648 |
| Assets | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | \$ 408,322 | \$ 204,161 | \$ 81,664 | \$ 81,664 | \$ 40,832 | | | | | | | | | \$ - | \$ - |
| Liabilities | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | \$ (382,864) | \$ (191,432) | \$ (76,573) | \$ (76,573) | \$ (38,286) | | | | | | | | | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | | | | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | | | | \$ - | \$ - |
| Capital Expenditures | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | \$ - | \$ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | \$ - | \$ - |
| Other Capital Expenditures | | | | | | | | | | | | | | \$ - | \$ - |
| Depreciation (add back) | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending Cash Balance | | \$ 489,489 | \$ 215,596 | \$ 355,791 | \$ 395,465 | \$ 332,457 | \$ 687,151 | \$ 667,042 | \$ 659,063 | \$ 869,988 | \$ 995,076 | \$ 873,520 | \$ 942,262 | | |

Cash Flow

| 2020-2021 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|--|---------------------|--------------|---------------|------------------|----------------|-----------------|-----------------|----------------|-----------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Beginning Cash Balance | | \$ 942,262 | \$ 594,041 | \$ 311,721 | \$ 459,186 | \$ 525,511 | \$ 472,060 | \$ 848,346 | \$ 841,285 | \$ 847,340 | \$ 1,079,982 | \$ 1,229,095 | \$ 1,118,762 | \$ 1,197,052 | |
| Revenues | | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | | |
| LCFF - net state aid | \$ 5,598,819 | \$ 279,941 | \$ 279,941 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ 503,894 | \$ - | \$ 5,598,819 |
| LCFF - education protection account | \$ 849,936 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ 849,936 |
| Lottery | \$ 141,221 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 35,305 | \$ - | \$ - | \$ 35,305 | \$ - | \$ - | \$ 70,610 | \$ 141,221 |
| Mandate block grant | \$ 11,630 | \$ - | \$ - | \$ - | \$ - | \$ 11,630 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 11,630 |
| ASES grant | \$ 163,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 57,330 | \$ - | \$ - | \$ - | \$ 40,950 | \$ - | \$ - | \$ 65,520 | \$ 163,800 |
| SB740 facility grant | \$ 258,921 | \$ - | \$ - | \$ - | \$ 129,460 | \$ - | \$ - | \$ - | \$ - | \$ 97,095 | \$ - | \$ - | \$ - | \$ 32,365 | \$ 258,921 |
| State SpEd | \$ 636,184 | \$ 31,809 | \$ 31,809 | \$ 57,257 | \$ 57,257 | \$ 57,257 | \$ 57,257 | \$ 57,257 | \$ 57,257 | \$ 57,257 | \$ 35,499 | \$ 1,145 | \$ - | \$ 135,125 | \$ 636,184 |
| State nutrition | \$ 17,782 | \$ - | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ 1,617 | \$ - | \$ 17,782 |
| Other state | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal State | \$ 7,678,293 | \$ 311,750 | \$ 313,367 | \$ 775,251 | \$ 692,227 | \$ 574,397 | \$ 832,581 | \$ 598,072 | \$ 562,767 | \$ 872,346 | \$ 617,264 | \$ 506,655 | \$ 717,994 | \$ 303,621 | \$ 7,678,293 |
| Federal | | | | | | | | | | | | | | | |
| Title I/III | \$ 428,882 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 171,553 | \$ - | \$ - | \$ - | \$ 171,553 | \$ - | \$ - | \$ 85,776 | \$ 428,882 |
| CSFIG facility grant | \$ 6,305 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ - | \$ 6,305 |
| Federal SpEd | \$ 90,862 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 22,715 | \$ - | \$ - | \$ - | \$ 22,715 | \$ - | \$ 45,431 | \$ 90,862 |
| Federal nutrition | \$ 283,307 | \$ - | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ 25,755 | \$ - | \$ 283,307 |
| Other federal | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal Federal | \$ 809,356 | \$ 525 | \$ 26,281 | \$ 26,281 | \$ 26,281 | \$ 26,281 | \$ 197,833 | \$ 48,996 | \$ 26,281 | \$ 26,281 | \$ 197,833 | \$ 48,996 | \$ 26,281 | \$ 131,207 | \$ 809,356 |
| Local | | | | | | | | | | | | | | | |
| LCFF - In lieu of property taxes | \$ 1,185,609 | \$ 71,137 | \$ 142,273 | \$ 94,849 | \$ 94,849 | \$ 94,849 | \$ 94,849 | \$ 94,849 | \$ 165,985 | \$ 82,993 | \$ 82,993 | \$ 82,993 | \$ 82,993 | \$ - | \$ 1,185,609 |
| Local nutrition | \$ 11,319 | \$ - | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ 1,029 | \$ - | \$ 11,319 |
| Other local | \$ 380,000 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ - | \$ 380,000 |
| Subtotal Local | \$ 1,576,929 | \$ 102,803 | \$ 174,969 | \$ 127,544 | \$ 127,544 | \$ 127,544 | \$ 127,544 | \$ 127,544 | \$ 198,681 | \$ 115,688 | \$ 115,688 | \$ 115,688 | \$ 115,688 | \$ - | \$ 1,576,929 |
| Total Revenues | \$ 10,064,577 | \$ 415,079 | \$ 514,616 | \$ 929,076 | \$ 846,052 | \$ 728,222 | \$ 1,157,959 | \$ 774,612 | \$ 787,728 | \$ 1,014,315 | \$ 930,786 | \$ 671,340 | \$ 859,963 | \$ 434,828 | \$ 10,064,577 |
| Expenses | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | \$ 3,512,826 | \$ 281,026 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ 293,800 | \$ - | \$ 3,512,826 |
| (2000) Classified Salaries | \$ 1,032,734 | \$ 72,291 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ 87,313 | \$ - | \$ 1,032,734 |
| (3000) Employee Benefits | \$ 1,755,114 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 122,858 | \$ 280,818 | \$ 1,755,114 |
| (4000) Books/Supplies | \$ 766,217 | \$ 76,622 | \$ 76,622 | \$ 61,297 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 57,466 | \$ 34,480 | \$ 766,217 |
| (5000) Services/Other Operating Expenses | \$ 1,604,922 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 124,381 | \$ 112,345 | \$ 1,604,922 |
| (5870) Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (6000) Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (7000) All Other Outgo | \$ 1,150,254 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ 95,854 | \$ - | \$ 1,150,254 |
| Total Expenses | \$ 9,822,068 | \$ 773,033 | \$ 800,829 | \$ 785,504 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 781,673 | \$ 427,643 | \$ 9,822,068 |
| Surplus/(Deficit) | \$ 242,509 | \$ (357,954) | \$ (286,213) | \$ 143,572 | \$ 64,379 | \$ (53,451) | \$ 376,286 | \$ (7,061) | \$ 6,055 | \$ 232,642 | \$ 149,113 | \$ (110,333) | \$ 78,290 | \$ 7,186 | \$ 242,509 |
| Assets | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | \$ 419,149 | \$ 209,575 | \$ 83,830 | \$ 83,830 | \$ 41,915 | | | | | | | | | \$ - | \$ - |
| Liabilities | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | \$ (399,684) | \$ (199,842) | \$ (79,937) | \$ (79,937) | \$ (39,968) | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| Capital Expenditures | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | \$ - | \$ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | \$ - | \$ - |
| Other Capital Expenditures | | | | | | | | | | | | | | \$ - | \$ - |
| Depreciation (add back) | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending Cash Balance | | \$ 594,041 | \$ 311,721 | \$ 459,186 | \$ 525,511 | \$ 472,060 | \$ 848,346 | \$ 841,285 | \$ 847,340 | \$ 1,079,982 | \$ 1,229,095 | \$ 1,118,762 | \$ 1,197,052 | | |

Cash Flow

| 2021-2022 | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | AR/AP | Totals |
|--|---------------|--------------|--------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Beginning Cash Balance | | \$ 1,197,052 | \$ 823,513 | \$ 523,976 | \$ 671,019 | \$ 752,154 | \$ 701,754 | \$ 1,092,211 | \$ 1,091,427 | \$ 1,104,671 | \$ 1,349,077 | \$ 1,512,707 | \$ 1,402,057 | \$ 1,478,383 | |
| Revenues | | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | | |
| LCCF - net state aid | \$ 6,042,894 | \$ 302,145 | \$ 302,145 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ 543,860 | \$ - | \$ 6,042,894 |
| LCCF - education protection account | \$ 849,936 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ - | \$ 212,484 | \$ - | \$ 849,936 |
| Lottery | \$ 151,040 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 37,760 | \$ - | \$ - | \$ 37,760 | \$ - | \$ - | \$ 75,520 | \$ 151,040 |
| Mandate block grant | \$ 12,439 | \$ - | \$ - | \$ - | \$ - | \$ 12,439 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 12,439 |
| ASES grant | \$ 163,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 57,330 | \$ - | \$ - | \$ - | \$ 40,950 | \$ - | \$ - | \$ 65,520 | \$ 163,800 |
| SB740 facility grant | \$ 286,511 | \$ - | \$ - | \$ - | \$ 143,255 | \$ - | \$ - | \$ - | \$ - | \$ 107,441 | \$ - | \$ - | \$ - | \$ 35,814 | \$ 286,511 |
| State SpEd | \$ 673,759 | \$ 33,688 | \$ 33,688 | \$ 60,638 | \$ 60,638 | \$ 60,638 | \$ 60,638 | \$ 60,638 | \$ 60,638 | \$ 60,638 | \$ 37,596 | \$ 1,213 | \$ - | \$ 143,106 | \$ 673,759 |
| State nutrition | \$ 18,346 | \$ - | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ 1,668 | \$ - | \$ 18,346 |
| Other state | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal State | \$ 8,198,725 | \$ 335,833 | \$ 337,500 | \$ 818,651 | \$ 749,422 | \$ 618,606 | \$ 875,981 | \$ 643,927 | \$ 606,167 | \$ 926,092 | \$ 661,834 | \$ 546,741 | \$ 758,012 | \$ 319,960 | \$ 8,198,725 |
| Federal | | | | | | | | | | | | | | | |
| Title I/III | \$ 458,704 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 183,482 | \$ - | \$ - | \$ - | \$ 183,482 | \$ - | \$ - | \$ 91,741 | \$ 458,704 |
| CSFIG facility grant | \$ 6,305 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ 525 | \$ - | \$ 6,305 |
| Federal SpEd | \$ 97,180 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 24,295 | \$ - | \$ - | \$ - | \$ 24,295 | \$ - | \$ 48,590 | \$ 97,180 |
| Federal nutrition | \$ 292,288 | \$ - | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ 26,572 | \$ - | \$ 292,288 |
| Other federal | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal Federal | \$ 854,477 | \$ 525 | \$ 27,097 | \$ 27,097 | \$ 27,097 | \$ 27,097 | \$ 210,579 | \$ 51,392 | \$ 27,097 | \$ 27,097 | \$ 210,579 | \$ 51,392 | \$ 27,097 | \$ 140,331 | \$ 854,477 |
| Local | | | | | | | | | | | | | | | |
| LCCF - In lieu of property taxes | \$ 1,268,049 | \$ 76,083 | \$ 152,166 | \$ 101,444 | \$ 101,444 | \$ 101,444 | \$ 101,444 | \$ 101,444 | \$ 177,527 | \$ 88,763 | \$ 88,763 | \$ 88,763 | \$ 88,763 | \$ - | \$ 1,268,049 |
| Local nutrition | \$ 11,678 | \$ - | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ 1,062 | \$ - | \$ 11,678 |
| Other local | \$ 380,000 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ 31,667 | \$ - | \$ 380,000 |
| Subtotal Local | \$ 1,659,728 | \$ 107,750 | \$ 184,894 | \$ 134,172 | \$ 134,172 | \$ 134,172 | \$ 134,172 | \$ 134,172 | \$ 210,255 | \$ 121,492 | \$ 121,492 | \$ 121,492 | \$ 121,492 | \$ - | \$ 1,659,728 |
| Total Revenues | \$ 10,712,929 | \$ 444,108 | \$ 549,492 | \$ 979,920 | \$ 910,691 | \$ 779,875 | \$ 1,220,732 | \$ 829,491 | \$ 843,519 | \$ 1,074,681 | \$ 993,905 | \$ 719,625 | \$ 906,601 | \$ 460,291 | \$ 10,712,929 |
| Expenses | | | | | | | | | | | | | | | |
| (1000) Certificated Salaries | \$ 3,775,843 | \$ 302,067 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ 315,798 | \$ - | \$ 3,775,843 |
| (2000) Classified Salaries | \$ 1,065,472 | \$ 74,583 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ 90,081 | \$ - | \$ 1,065,472 |
| (3000) Employee Benefits | \$ 1,888,227 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 132,176 | \$ 302,116 | \$ 1,888,227 |
| (4000) Books/Supplies | \$ 807,676 | \$ 80,768 | \$ 80,768 | \$ 64,614 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 60,576 | \$ 36,345 | \$ 807,676 |
| (5000) Services/Other Operating Expenses | \$ 1,666,783 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 129,176 | \$ 116,675 | \$ 1,666,783 |
| (5870) Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (6000) Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| (7000) All Other Outgo | \$ 1,229,629 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ 102,469 | \$ - | \$ 1,229,629 |
| Total Expenses | \$ 10,433,629 | \$ 821,239 | \$ 850,467 | \$ 834,313 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 830,275 | \$ 455,137 | \$ 10,433,629 |
| Surplus/(Deficit) | \$ 279,300 | \$ (377,131) | \$ (300,975) | \$ 145,607 | \$ 80,416 | \$ (50,400) | \$ 390,457 | \$ (784) | \$ 13,244 | \$ 244,406 | \$ 163,630 | \$ (110,650) | \$ 76,326 | \$ 5,155 | \$ 279,300 |
| Assets | | | | | | | | | | | | | | | |
| Accounts Receivables (prior year) | \$ 434,828 | \$ 217,414 | \$ 86,966 | \$ 86,966 | \$ 43,483 | | | | | | | | | \$ - | \$ - |
| Liabilities | | | | | | | | | | | | | | | |
| Accounts Payable (prior year) | \$ (427,643) | \$ (213,821) | \$ (85,529) | \$ (85,529) | \$ (42,764) | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| | \$ - | | | | | | | | | | | | | \$ - | \$ - |
| Capital Expenditures | | | | | | | | | | | | | | | |
| Facility - Acquisition & Construction | | | | | | | | | | | | | | \$ - | \$ - |
| Facility - Tenant Improvements | | | | | | | | | | | | | | \$ - | \$ - |
| Other Capital Expenditures | | | | | | | | | | | | | | \$ - | \$ - |
| Depreciation (add back) | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Ending Cash Balance | | \$ 823,513 | \$ 523,976 | \$ 671,019 | \$ 752,154 | \$ 701,754 | \$ 1,092,211 | \$ 1,091,427 | \$ 1,104,671 | \$ 1,349,077 | \$ 1,512,707 | \$ 1,402,057 | \$ 1,478,383 | | |

Cash Flow

Cash Flow

Aspire Public Schools Senior Leadership Team Biographies

Carolyn Hack, Chief Executive Officer

Carolyn was formerly the Chief Operating & Financial Officer at Uncommon Schools. She joined Uncommon Schools as Director of Finance in the summer of 2006 and began serving on the leadership team in 2009. In her role, Carolyn oversaw core school support services – finance, real estate, human resources, infrastructure, data management and application support, product solutions, legal and development. During Carolyn’s tenure, Uncommon has expanded to 42 high quality schools in the Northeast and was awarded the 2013 Broad Prize for Public Charter Schools. Prior, she worked at Anchor, Inc. where she was responsible for the financial management of the organization, strategic planning, the development of a new evaluation model, the oversight of a capital renovation project, and fundraising.

Carolyn taught high school mathematics and coached basketball and soccer for five years in Northern California. She received her B.A. in Economics from Johns Hopkins University, M.A. from Stanford University's Graduate School of Education, and M.B.A from Columbia Business School, where she was elected to Beta Gamma Sigma Honor Society and was awarded the faculty-bestowed prize for Nonprofit and Public Management. In addition, Carolyn was selected as a Broad Fellow in 2007 and a Pahara-Aspen Fellow in 2014.

Delphine Sherman, Chief Financial Officer

Delphine Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

Mary Cha-Caswell, Chief Operating Officer

Mary joins Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. In her role, she will oversee Aspire’s Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.

D'Lonra Ellis, General Counsel

D'Lonra joins Aspire after working in San Francisco for the past decade, most recently at Gap, Inc. in the position of Senior Corporate Counsel. Previously, she worked as a Litigation Associate for Howard Rice Nemerovski Canady Falk & Rabkin, PC and before that was a Loaner Attorney for the San Francisco District Attorney's Office. D'Lonra has been connected to charter schools since 2007 by serving on two Boards in Oakland –she is currently the Chair of the Lighthouse Community Charter School Board, and Vice-Chair of Leadership Public Schools' Board. She is also a Board member of the Seven Stories Institute in NY, NY. She holds a B.A. from Columbia University and a J.D. from Stanford Law School.

Mala Batra, Chief of Staff

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as the its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions.

Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

Allison Leslie, Memphis Executive Director

Alli Leslie joined the Aspire team as a middle school writing teacher at Aspire East Palo Alto Charter School (EPACS) in 2001. She served as a lead teacher and later the principal of EPACS until 2008. During her tenure as principal, she worked with the staff to increase the use of data to inform decisions. From 2004 to 2008, EPACS's Academic Performance Index (API) grew from 724 to 833 under her leadership. After her time as principal, Alli joined the home office staff as an Instructional Coach, then served as a founding team member of the Aspire Teacher Residency Program, co-leading the Instructional Coach team. Alli began her education career with Teach For America in Houston, Texas. She graduated from the University of California at San Diego with degrees in both Spanish and Literature and Writing. She earned her Texas teaching credentials at the University of St. Thomas and her California teaching credentials through the University of California State Teach program. During her first year as principal, Alli completed a Master's in Administration and earned her California administration credential at University of California at Berkeley, as a fellow in the Principal Leadership Institute.

Kate Ford, Area Superintendent – Los Angeles

Kate comes to Aspire from the Bill and Melinda Gates Foundation where she was a Senior Program Officer on the State and District Network Team led by Aspire's founder, Don Shalvey. Kate oversaw education grants to The College Ready Promise (Alliance, Aspire, Green Dot, and PUC) and to the states of California, Tennessee, and New Mexico.

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter

School in Santa Barbara. She spent 20 years as a director/principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years. Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona. In addition, Kate has received two Educator of the Year awards.

Kimi Kean, Area Superintendent – Bay Area

Kimi Kean joins Aspire after serving as Regional Executive Officer for the Oakland Unified School District. Prior to serving as an Executive Officer, Kimi was principal of Acorn Woodland Elementary school in Oakland. She first joined OUSD as a Spanish Bilingual Teacher and then as the Teaching & Learning Coordinator. She became a principal resident with New Leaders for New Schools for both Chabot Elementary and Acorn Woodland before becoming the principal.

Kimi has been active in leadership roles serving on various committees including; Oakland Mayor's Education Cabinet Attendance Committee, Regional Governance Task Force, Community Schools Strategic Site Plan Executive Committee and the Site Governance Committee. Kimi attended the University of California - Berkeley for her undergraduate degree and Columbia University, Teachers College for her graduate degree.

Lane Weiss, Area Superintendent – Central Valley

Lane Weiss is rejoining Aspire as the Central Valley Area Superintendent after having been the Superintendent of Saratoga Union School District for the last 12 years. Lane started his career at Aspire in 2001 as the Founding Principal of our Aspire River Oaks Charter School and Aspire Benjamin Holt College Preparatory Academy in Stockton. Prior to joining Aspire, Lane was a music teacher, the vice principal at Davis Elementary, principal at Lakewood Elementary School, curriculum coordinator of math, science, music, and physical education, and served as Assistant Superintendent of Secondary Schools in the Lodi Unified School District.

James Gallagher, Vice President of Education

James joined Aspire in 2004; when he began as a high school Humanities teacher at Aspire Lionel Wilson College Preparatory Academy. During his 5 years at Wilson Prep, James served as lead teacher and Dean of Academics. In 2009, after teaching one year at Aspire California College Preparatory Academy, James joined the Instructional Coach team as a Secondary Humanities Coach. In his most recent role as Sr. Director of Instruction, James has led both our Teacher Effectiveness initiatives and our Aspire-wide Instructional Coach team. James earned his Bachelor's degree from Binghamton University and a law degree from George Washington Law School.

Bess Kennedy, Vice President of Advancement

While Bess has been in the law field for the past decade, working in San Francisco as Litigation and Employment Counsel for Morgan, Lewis & Bockius LLP (formerly Bingham McCutchen, LLP), she has been connected to Aspire over the years. She started as a 4th grade teacher at East Palo Alto Charter School (EPACS) in 1999 (before it was an Aspire school)! Then in 2001 she helped co-found the Development office at EPACS creating the foundation for a fundraising program at the school. Bess has remained on the EPACS/EPAPA Advisory Board ever since,

which she also helped establish. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

Kara MaGuire, Vice Present of People

Kara joins Aspire after seven years with Uncommon Schools, where she most recently led teams managing Recruitment, Diversity and Talent Development for 50 charter schools in the Northeast. Previous to Uncommon, Kara was a founding staff member of Iridescent, a non-profit that brings high quality science education to urban communities, as well as a 6th grade math and science teacher with LAUSD. Kara was a Teach For America corps member and also served TFA as an Assessment Designer, Professional Learning Community Facilitator and Curriculum Specialist at the Los Angeles Institute. Kara graduated from the University of Puget Sound with dual degrees in Business Leadership and Theatre Arts, as well as from Loyola Marymount University with a Master of Arts in Teaching.

Fiscal Control Policies and Financial Procedures

Effective June 17, 2016

1. *Purpose:*
The purpose of this policy document is to outline the authority limits for each officer and employee to execute contracts and purchase goods or services, on behalf of Aspire Public Schools.

2. *Definition of obligations:*
Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

3. *Review and due care:*
All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

4. *Authorized approvers and approval limits (see chart):*
The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

| <u>Teammate Group</u> | <u>Threshold</u> |
|---|------------------|
| Home Office Staff | No Approval |
| Managers and Directors without budget oversight | ≤ \$500 |
| Special Education Regional Program Specialists | ≤ \$1,000 |
| Directors with budget oversight | ≤ \$3,000 |
| Vice Presidents * | ≤ \$10,000 |
| Chief Officers | ≤ \$50,000 |
| CEO and CFO | ≤ \$250,000 |
| Board of Directors | > \$250,000 |

* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

| <u>Teammate Group</u> | <u>Threshold</u> |
|---|------------------|
| Teachers, After-School Directors, Deans and Other School Site Teammates | No Approval |
| Business Managers and Office Managers | ≤ \$300 |

| | |
|--------------------------------|-------------|
| Principals | ≤ \$3,000 |
| Associate Area Superintendents | ≤ \$10,000 |
| Area Superintendents | ≤ \$50,000 |
| CEO and CFO | ≤ \$250,000 |
| Board of Directors | > \$250,000 |

Any purchase or authorization of service greater than \$250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for \$2,000,000, individual contracts above \$250K related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

5. *Approval process:*
Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is negotiated for a greater amount, then the approval must be requested again.
6. *Review of Policy:*
The Board of Directors is to review this policy and the appropriate limits at least annually.

When do I follow the Approval Matrix?

This matrix applies to all aspects of Aspire Public Schools purchasing, including Coupa, Office Depot, Amazon, and expense reimbursements through Replicon. The school site [Purchasing Decision Tree](#) can be a resource if you need help.



**ASPIRE EAST PALO ALTO CHARTER SCHOOL
(EPACS)**

**STUDENT FAMILY
HANDBOOK
2017-2018**

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WELCOME FROM THE CEO

Dear Aspire Families,

First, I want to say thank you. Thank you for entrusting us with the education of your child. We take that responsibility very seriously, and our focus every day is on ensuring that he or she will be prepared to earn a college degree. That is our vision for every student. We now have 40 schools across California and Tennessee, and we are working to prepare all 16,000 Aspire students for success in and after college.

For the elementary, middle, and high school years, we believe school should be an enjoyable and challenging environment - one that supports students and pushes them in their growth as confident thinkers and learners. We are preparing students with the knowledge and skills they need to tackle any problem - not problems on a worksheet or a test, but real problems that matter to them, to the people they love, and to the communities they live in and serve.

I want you to know that we are working tirelessly to make that a reality. This year we have made several big improvements to our curriculum, and we are placing a focus on social-emotional learning for all students. Our teachers, principals, and school staff are all aligned on our clear vision, and they are ready for the new year to begin!

From all of us here at Aspire, welcome to the 2017-18 school year.

Sincerely,

Carolyn Hack
Aspire CEO

SENIOR LEADERSHIP TEAM

Carolyn Hack, Chief Executive Officer

Mary Cha-Caswell, Chief Operating Officer

Mala Batra, Chief of Staff

Kate Ford, Area Superintendent, Los Angeles

Lane Weiss, Area Superintendent, Central Valley

Bess Kennedy, Vice President of Advancement

Delphine Sherman, Chief Financial Officer

D'Lonra Ellis, General Counsel

Allison Leslie, Area Superintendent, Memphis

Kimi Kean, Area Superintendent, Bay Area

James Gallagher, Vice President of Education

Kara Maguire, Vice President, People

ASPIRE-WIDE VISION

Every student is prepared to earn a college degree.

ASPIRE-WIDE MISSION

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent and/or guardian notification. [*Education Code 48980[a]*]

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

EPACS INFORMATION AND POLICIES

LETTER FROM THE PRINCIPAL



August 8, 2017

Greetings, Families!

My name is Maricela Montoy-Wilson, and I am honored to launch us into another tremendous year at East Palo Alto Charter School. This will be my ninth year calling EPACS my home, and I am grateful to serve our school and community as your proud principal.

I grew up in the heat of the Central Valley (Fresno, California), with my parents, Jorge and Hilda, and older brothers, Juan Carlos and Jorge. I grew up playing sports (especially a lot of soccer!), was active in many clubs in school, and enjoyed playing outside. My family raised us with a strong value for education, family, and giving back to our community. They were so proud when I decided to continue at Stanford to pursue my Masters in education and ultimately make an impact in the East Palo Alto community as a teacher. I am grateful to my husband, Paul and my whole family, who support and encourage me in my work. My daughter, Lola, who is almost three, also supports me in my work ☺ She helps me experience the joy and fascination of learning every day! Lola will become a big sister in just a few weeks! She can't wait to show her little brother the chickens in our garden at EPACS and teach him all he has to learn!

I believe strongly in the power of education, and the significant role educators can play in the lives of our children. I believe wholeheartedly that every child deserves the highest quality education, and it has been an immense joy to commit my life's work to meeting our students' needs. I am passionate about serving the whole child—and finding ways to engage them, foster their curiosity, and ignite a passion for learning! I look forward to getting to know each and every one of you, and want you to know that it is a privilege to serve your family and your child.



With gratitude,

Maricela Montoy-Wilson

1286 Runnymede Street, East Palo Alto, CA 94303



Phone: 650-614-9100

www.epacs.org

ABOUT EPACS

Over a decade ago, a group of parent advocates proposed the idea for a charter school to the Ravenswood City School District. In 1997, we opened our doors after receiving start-up funds from the School Futures Research Foundation, a non-profit education foundation started by John Walton of WalMart. In 2003, we merged with Aspire Public Schools, a non-profit charter management organization that provides underserved students with high-quality College prep education across the state. In 2002 and 2007, with the help of Ravenswood, we renewed our charter to continue to bring quality education to the community.

Our unique program ensures students receive the education and attention they require while exposing them to activities and opportunities they otherwise would not experience. We enhance our students' learning with exposure to technology, diverse cultures, environmental education, community service and character development both inside the classroom and out.

EPACS MISSION AND VISION

We equip students with the skills, habits and mindset necessary to achieve success in college and beyond. We believe that a college degree will provide our graduates with the opportunity to earn a family-sustaining income and make a positive impact on their community

CAMPUS AND OFFICE OPERATIONS

SCHOOL CONTACT INFORMATION

1286 Runnymede Street
East Palo Alto, CA 94303
650-614-9100

OFFICE HOURS

Monday – Thursdays 7:30am to 4:00pm
Friday 7:30am to 2:00pm

SCHOOL SITE CALENDAR



ASPIRE EAST PALO ALTO CHARTER SCHOOL

2017/2018 FAMILY CALENDAR REVISED 5/9/2017



| JULY | | | | | | | Instructional Days: 0 | | | | | | | JANUARY | | | | | | | Instructional Days: 16 | | | | | | | | |
|-----------|----|----|----|----|----|----|------------------------|----|----|----|----|----|----|----------|----|----|----|----|----|-----------------------------|---------------------------------------|---------------------------|---|---|----|---|---|--|--|
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| | | | | | | 1 | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 1-5: No School/Winter Break | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | 7 | 8 | 9 | 10 | 11 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11: SSC Mtg | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | 14 | 15 | 16 | 17 | 18 | 19 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 8: No School/Teacher PD | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | 21 | 22 | 23 | 24 | 25 | 26 | 28 | 29 | 30 | 31 | | | | 15: No School/MLK Day | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUGUST | | | | | | | Instructional Days: 18 | | | | | | | FEBRUARY | | | | | | | Instructional Days: 19 | | | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8: SSC Mtg | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | 4 | 5 | 6 | 7 | 8 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 8: First Day of School | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | 11 | 12 | 13 | 14 | 15 | 16 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 10: SSC Mtg: Back to School | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | 18 | 19 | 20 | 21 | 22 | 23 | 25 | 26 | 27 | 28 | | | | 8-11: Strong Start Minimum Days | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | | | | | | | | | | 17: Back to School Night | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEPTEMBER | | | | | | | Instructional Days: 19 | | | | | | | MARCH | | | | | | | Instructional Days: 16 | | | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| | | | | | 1 | 2 | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 4: No School/Labor Day | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 4 | 5 | 6 | 7 | 8 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 7: Picture Day | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | 11 | 12 | 13 | 14 | 15 | 16 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 14: SSC Mtg | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 18 | 19 | 20 | 21 | 22 | 23 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 22: No School/Teacher PD | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | 30- LA@EPA Celebration | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 25-29: Minimum Days-SLCs/Teacher PD | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OCTOBER | | | | | | | Instructional Days: 16 | | | | | | | APRIL | | | | | | | Instructional Days: 16 | | | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 2-6: No School/Fall Break | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 8 | 9 | 10 | 11 | 12 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 9: No School/Teacher PD | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | 15 | 16 | 17 | 18 | 19 | 20 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 12: SSC Mtg | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | 22 | 23 | 24 | 25 | 26 | 27 | 29 | 30 | | | | | | 19: Retake Pictures | | | | | | | | |
| 29 | 30 | 31 | | | | | | 29 | 30 | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOVEMBER | | | | | | | Instructional Days: 17 | | | | | | | MAY | | | | | | | Instructional Days: 22 | | | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| | | | 1 | 2 | 3 | 4 | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 9: SSC Mtg | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 6 | 7 | 8 | 9 | 10 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20-24: No School/Thanksgiving Break | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | 13 | 14 | 15 | 16 | 17 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | 20 | 21 | 22 | 23 | 24 | 25 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DECEMBER | | | | | | | Instructional Days: 11 | | | | | | | JUNE | | | | | | | Instructional Days: 11 | | | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | | |
| | | | | | 1 | 2 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7: SSC Mtg | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 3 | 4 | 5 | 6 | 7 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14: SSC Mtg/Unity & Peace Celebration | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | 10 | 11 | 12 | 13 | 14 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 11-15: Minimum Days/Teacher PD | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 17 | 18 | 19 | 20 | 21 | 22 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 18-29: No School/Winter Break | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | 24 | 25 | 26 | 27 | 28 | 29 | 31 | | | | | | | | | | | | | | | |
| 31 | | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | |

| CALENDAR KEY | |
|--------------|-----------------|
| | Minimum Days |
| | School Days |
| | No School |
| | SSC Meeting 6pm |
| | Picture Days |
| | Family Event |

| SUMMARY | |
|-------------------------------------|--------------|
| 181 | Student Days |
| Semester 1: 08/08/2017 - 12/15/2017 | |
| Semester 2: 12/16/2017 - 06/15/2018 | |

DROP OFF AND PICK-UP PROCEDURES

On time drop off and pick up is important to your child's success. In order to make drop off and pick up as efficient for you, your child and other families, please follow the below procedures.

Drop Off Time: 7:30am

Students shall remain on the playground or in the cafeteria when arriving to school between 7:30 a.m. and 7:55 a.m. Breakfast will be served daily from 7:30 a.m. until 7:55 a.m. Students arriving to school after 7:55 a.m. will have an opportunity to get breakfast during recess. No students should be on the school campus before 7:30 a.m. (there is no adult supervision before this time). School will begin promptly at 8:00 a.m. All students arriving after the start time must get a tardy pass from the office. Students will meet in the courtyard at the 7:55 a.m. bell and will then be escorted by their teachers to their classrooms.

Pick Up Time: Monday-Thursday 3:15pm & Fridays at 12:40pm

The school day ends at 3:15 p.m. Monday through Thursday, and at 12:40 p.m. on Friday. All students not attending After School Program must be off the school campus by 3:30 p.m. Mon-Thur & 12:40 on Fridays. Parents and guardians are responsible for their child's transportation. Students riding busses must remain in the yellow bus zones in front of the school, students walking home must leave by 3:30 p.m. or 12:40 on Fridays. Students left at school after 3:30 p.m. who are not enrolled in after school programs will have parents called to come and pick up their child. If the student is left after school unsupervised consistently, the administration will take further action.

Early Pick-Up Policies and Procedures: For early pick up, parents must come to the office and sign out their students, office will then provide a release note. Student may only leave campus with a parent or adult whose name is listed on the emergency contact information.

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

CLOSED CAMPUS

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office. Students are prohibited from being in classrooms where teachers or staff members are not present. There are no exceptions.

PARENT/FAMILY CONTACT INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

TELEPHONES AND CALLS TO STUDENTS

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

Only emergency messages will be relayed. As appropriate, the office staff and administration will determine if a message is an emergency.

MEDICATION

If your child needs to take any prescription medications, you must have:

- 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, **and**
- 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

ENROLLMENT

ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

RE-ENROLLMENT

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

FOREIGN EXCHANGE STUDENTS

Aspire Public Schools does not accept or enroll foreign exchange students.

IMMUNIZATION REQUIREMENTS

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school'. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

ATTENDANCE

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

EXCUSED ABSENCES

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below **and** 2) the absence is communicated to the school within 5 days of the absence: [Education Code §48205(a) and §48205(c)]

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

MAKE-UP WORK FOR STUDENTS WHO WERE ABSENT

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code §48205]

GENERAL TARDINESS

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered “tardy.” Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered “tardy.”

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

SCHOOL SITE ATTENDANCE AND TARDY PROCEDURES

Regular, on-time attendance is important for your child's success. In the event your child is absent or tardy, please follow the procedures below.

If your child is **absent**, please call the school office to report the absence with **5 days** and ask for makeup work so that your child does not fall behind.

If your child is **tardy**, please have them come to the office to sign in for the day and obtain a "tardy pass" before they go to class.

CHRONIC ABSENTEEISM

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of "F" or "NC"). [Education Code §49067]

Students with excessive unexcused absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Makeup School.

WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

TRUANCY

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child's absence or tardy is for an excusable reason as defined above.

NOTIFICATIONS OF TRUANCY

If your child is classified as truant per CA Ed Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child's attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §48260, 48261, 48262]

First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and delivery confirmation mail.

- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program.

NOTIFICATION OF DETERMINATION OF HABITUAL TRUANCY AND SART

Once your child has received a third notification of truancy after accruing a seventh truancy event, California Education code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school's truancy abatement program. [Education Code §48260, 48261, 48262]

Notification of Determination as an Habitual Truant

- Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
- SART meeting held with student, parent, teacher advisor, and a school administrator. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.
- If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

The school's SART will consist of:

- School Administrator;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB

Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney and loss of automatic enrollment for the following year. [Education Code §48260, 48261, 48262]

Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney Representative, special education representative, counselor, local police official, etc.

ACADEMICS

ACADEMIC INTEGRITY

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

GRADING POLICIES AND PROCEDURES

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final [Education Code §49066a].

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal and the Area Superintendent. All grade changes will be documented in student’s cumulative folder using the official Aspire “Grade Change” form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student’s grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

EPACS uses a standards based grading policy, which is a method where teachers measure how a student is doing in reaching a specific learning goal or standard. Students receive a 1-4 with the following definitions:

| Grading Key | |
|--------------------|--------------------------------------|
| 4 | Exceeding the grade level standard |
| 3 | Meeting the grade level standard |
| 2 | Approaching the grade level standard |
| 1 | Below the grade level standard |
| \ | Standard not addressed |

Please note, not all standards are assessed during every grading period. If you have questions about what your child is learning or how they are progressing, please reach out to your child’s teacher.

INSTRUCTIONAL MATERIALS

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

TEXTBOOKS AND MATERIALS

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

REQUIRED RESTITUTION

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code §48904 (b)]

TESTING

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Development Test (CELDT) and English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an Internal Reading Diagnostic Assessment
- Other federal, state and local tests as required

FAMILY LIFE/HIV/AIDS EDUCATION

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

SCHOOL CULTURE AND STUDENT LIFE

SCHOOL CULTURE HIGHLIGHTS

EPACS works hard to create a positive school culture with College for Certain and student success at the center of all that we do. From classrooms named for universities to celebrations that connect our school with students, family and staff, building community is an important piece of the work we do every day.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual/Free Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SCHOOL SITE SPECIFIC DRESS CODE

EPACS requires all students to wear uniforms. Below are the specific uniform requirements for students.

Khaki pants, shorts, skirts, or dresses along with white collared shirt. All students must wear athletic shoes for physical education class, and are strongly recommended for safety. Students are only allowed to wear white undershirts and grey pullover sweatshirts or sweaters (no hoodies) when seated in the classroom.

CLUBS AND ACTIVITIES

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; **AND**

- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

ATHLETICS

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

SCHOOL LUNCHES

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

EMPLOYMENT OF STUDENTS - WORK PERMIT

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - "The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law." Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)

Child Labor Laws 2013, ([http: www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf](http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf)) Work Permits FAQ, ([http: www.cde.ca.gov/ci/ct/we/wpfaq.asp](http://www.cde.ca.gov/ci/ct/we/wpfaq.asp))

EXPANDED LEARNING/AFTERSCHOOL PROGRAMS

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school's afterschool program, please contact the school office.

STUDENT BEHAVIOR AND DISCIPLINE

NOTICE OF REGULATIONS

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

POSITIVE BEHAVIOR SUPPORT SYSTEMS

EPACS 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:

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

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

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

Please reach out to the school if you would like to learn more about the systems our school uses.

BEHAVIOR MANAGEMENT CYCLE

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

BEHAVIOR EXPECTATION GUIDELINES

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **FOLLOW ADDITIONAL DISCIPLINE PROCEDURES** contained in the Student Family Handbook and as developed by the School Site Council (previously Advisory School Council).
- **FOLLOW RULES** that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- Possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.

SCHOOL-WIDE EXPECTATIONS FOR STUDENT SUCCESS

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) Follow directions of all staff at all times.
- 2) Look professional at all times: No sagging, headwear, sunglasses, etc.
- 3) Use positive language: No teasing, bullying, profanity, or insults, etc.
- 4) Keep hands, feet, and objects to yourself: No provoking or fighting, etc.
- 5) Be proud and take care of the school and other people’s property: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

ALTERNATIVES TO SUSPENSION

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil’s presence causes a danger to persons. [Education Code §48900.5]

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Grounds for Suspension and Expulsion (CA Education Code)

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902] .

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

EXPELLABLE OFFENSES

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

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

• Mandatory Recommendation for Expulsion

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

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]

- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)
- Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

STUDENT SUPPORTS AND PROTECTIONS

SECTION 504 PLAN

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. **If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.**

SPECIAL EDUCATION

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a "free appropriate public education" (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after

the resources of the regular education program have been considered and, where appropriate, utilized. [For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*]

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

CHILDFIND AND SPECIAL EDUCATION NOTIFICATION

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with *California Education Code Section 56327*. Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with *Title 34, CFR Section 300.503*, providing *rationale* for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

SPECIAL EDUCATION COMPLAINTS

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent’s Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student’s special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent’s Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO REAUTHORIZATION OF 2002)

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

FOSTER CHILDREN AND YOUTH

As required by State law, Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

ENGLISH LANGUAGE LEARNERS

Aspire provides a variety of programs to help students who need support in their speaking, reading, writing or understanding of English as a result of English not being their home language. If you are interested in these supports for your child, please contact your school's main office.

STUDENT SUCCESS TEAM (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

AGREEMENT TO CONTINUE STUDENT IN KINDERGARTEN

Kindergarten is an important place for children to develop the pre-requisite skills they need to be successful in 1st grade. If a student is struggling to develop those pre-requisite skills we work with families to determine if students should progress or repeat kindergarten. Students will not repeat kindergarten without the agreement of parents to postpone 1st grade [Education Code §48011].

INDEPENDENT STUDY

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator/Principal as to whether he or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

HOME HOSPITAL INSTRUCTION

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

EMERGENCY MEDICAL CARE

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

CONTAGIOUS OR INFECTIOUS DISEASE

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

HEAD LICE

Head lice, while a significant social problem, do not transmit disease to humans. Parent(s)/guardian(s) are encouraged to routinely screen students at home. If lice are seen on a child at school the parent(s)/guardian(s) will be called to pick up the child at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice" At home, all members of the family should be checked for head lice. This policy allows parent(s)/guardian(s) to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child still has lice, then the parent(s)/guardian(s) will be contacted.

CHILD ABUSE REPORTING

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

FAMILY AND COMMUNITY ENGAGEMENT

SCHOOL-HOME COMMUNICATION

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

FAMILY ENGAGEMENT ACTIVITIES

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children:

Special Saturday Classes: Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.

Guidance for At-home Support: Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

Participation in School Decision-making: Aspire includes two parent representatives on the School Site Council (previously Advisory School Council) of each school, as well as parent participation on the school's Teacher Hiring Committee.

VISITOR POLICY

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday Schools, School Site Councils (previously Advisory School councils), volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

VISITOR GUIDELINES

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed

- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

VOLUNTEERS

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers

- The driver must have a valid California Driver's License.
- The parent or adult driver must have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

ASPIRE FAMILY RIGHTS AND RESPONSIBILITIES

NOTICE FOR DIRECTORY INFORMATION

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Aspire may disclose appropriately designated "directory information" without written consent, unless you have advised Aspire to the contrary in accordance with Aspire procedures. The primary purpose of directory information is to allow Aspire to include information from your child's education records in certain school publications.

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request,

with three directory information categories – names, addresses, and telephone listings – unless parents have advised their local schools that they do not want their student’s information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all of types of information designated as directory information from your child’s education records without your prior written consent, you must notify the Aspire in writing.

NON-DISCRIMINATION AND TITLE IX POLICY

Aspire Public Schools is committed to equal opportunity for all individuals in education. Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Aspire will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns.

Parents who wish to file a discrimination or harassment complaint should complete Aspire’s “Uniform Complaint Investigation Request” Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire’s Uniform Complaint procedures is included later in this handbook.

ASPIRE STUDENT DATA PRIVACY POLICY

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
 - Family Educational Rights Privacy Act (FERPA)
 - Protection of Pupil Rights Amendment (PPRA)
 - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

USDA CIVIL RIGHTS STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NO CHILD LEFT BEHIND NOTIFICATION

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

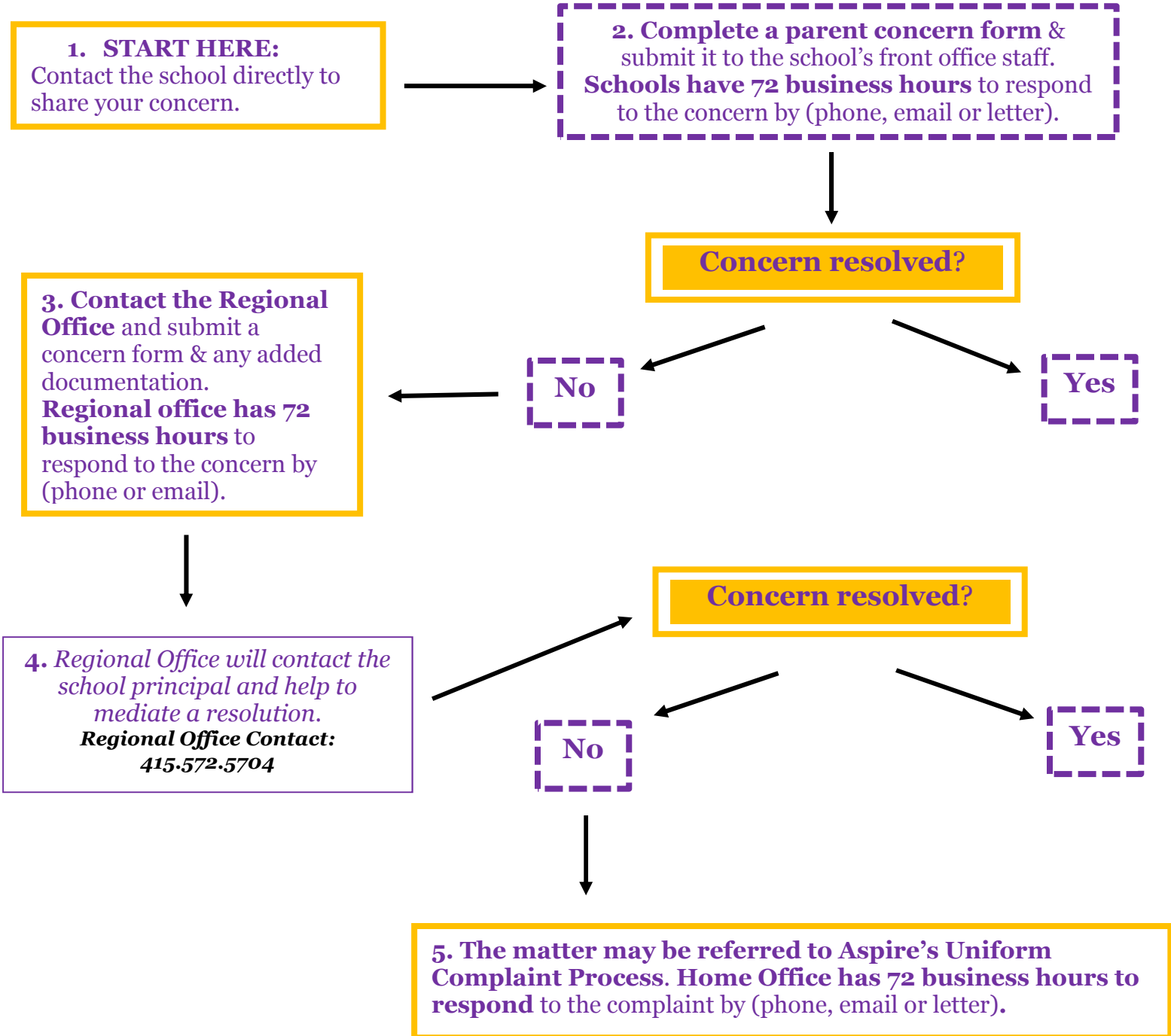
Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.



FAMILY CONCERN PROCESS





College for Certain

FAMILY CONCERN DOCUMENTATION FORM

Your Name _____

Name of Student _____

Address _____

Telephone _____ (day) _____ (evening)

School Site _____

Description of Concern:

Please describe your desired solution:

Signature _____

Date _____

Please mail, fax or deliver to you school site or Regional Office

| | |
|---|---|
| 1286 Runnymede Street, East Palo Alto, CA 94303 | 1001 22 nd Avenue #100 Oakland, CA 94612 |
| 650-614-9100 Fax 650-614-9183 | 510-434-5000 Fax 510-434-5010 |

Date received by Aspire School or Regional Office: _____

UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees^{1,2}, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Regional Manager of Student Services
1001 22nd Avenue #100 Oakland, CA 94612
510-434-5000 Fax 510-434-5010

Any pupil fees complaint should be filed with the principal of a school.

¹ A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

² A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services

or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

MEDIATION

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.



College for Certain

UNIFORM COMPLAINT FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____
Address _____ Apt. # _____
City _____ State _____ Zip Code _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foster/Homeless | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans | <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Education |
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex Sexual Orientation Gender Gender Identity Gender Expression Ancestry
 Ethnic Group Identification Race or Ethnicity Religion Nationality National Origin Age
 Color Mental or Physical Disability Lactating Student
 Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000
 Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
 Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000



College for Certain

STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2017-2018.

Student Name (please print)

Grade Level

Date

Parent/Guardian Signature

Date



EAST PALO ALTO



**PHOENIX
ACADEMY**

**EAST PALO ALTO PHOENIX ACADEMY
STUDENT FAMILY
HANDBOOK
2017-2018**

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WELCOME FROM THE CEO

Dear Aspire Families,

First, I want to say thank you. Thank you for entrusting us with the education of your child. We take that responsibility very seriously, and our focus every day is on ensuring that he or she will be prepared to earn a college degree. That's our vision for every student. We now have 40 schools across California and Tennessee, and we are working to prepare all 16,000 Aspire students for success in and after college.

For the elementary, middle, and high school years, we believe school should be an enjoyable and challenging environment - one that supports students and pushes them in their growth as confident thinkers and learners. We are preparing students with the knowledge and skills they need to tackle any problem - not problems on a worksheet or a test, but real problems that matter to them, to the people they love, and to the communities they live in and serve.

I want you to know that we are working tirelessly to make that a reality. This year we have made several big improvements to our curriculum, and we are placing a focus on social-emotional learning for all students. Our teachers, principals, and school staff are all aligned on our clear vision, and they are ready for the new year to begin!

From all of us here at Aspire, welcome to the 2017-18 school year.

Sincerely,

Carolyn Hack
Aspire CEO

SENIOR LEADERSHIP TEAM

Carolyn Hack, Chief Executive Officer

Mary Cha-Caswell, Chief Operating Officer

Mala Batra, Chief of Staff

Kate Ford, Area Superintendent, Los Angeles

Lane Weiss, Area Superintendent, Central Valley

Bess Kennedy, Vice President of Advancement

Delphine Sherman, Chief Financial Officer

D'Lonra Ellis, General Counsel

Allison Leslie, Area Superintendent, Memphis

Kimi Kean, Area Superintendent, Bay Area

James Gallagher, Vice President of Education

Kara Maguire, Vice President, People

ASPIRE-WIDE VISION

Every student is prepared to earn a college degree.

ASPIRE-WIDE MISSION

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent and/or guardian notification. [*Education Code 48980[a]*]

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

EAST PALO ALTO PHOENIX ACADEMY INFORMATION AND POLICIES

LETTER FROM THE PRINCIPAL

Dear EPAPA Families,

It is with great pleasure that I welcome you to the 2017-2018 school year! Thank you for entrusting your children to us here at East Palo Alto Phoenix Academy. I am grateful for the opportunity to serve as your principal, and I look forward to an amazing school year as we work together for the success of our students.

This year, we will spend a lot of time focusing on our EPAPA Values:

We are family.
We are proud.
We learn.
We rise above.
We create change.

As a staff, we are working every day to live these values, and we will encourage our students to do the same.

As we start this new school year, we have many reasons to be optimistic. Just a few weeks ago, we graduated a class of seniors who are headed to college to open doors of opportunities for themselves and their families. With open arms, we greet our new students and families, and welcome back our returning students and families. We are thankful that we were able to retain some amazing educators and hire even more teachers with several years of experience in education! At East Palo Alto Phoenix Academy, we are committed to doing what it takes to create an outstanding learning experience for our students and our community!

Families, we value the time and energy you put into making our school great. We want to make sure that we create a school environment where all stakeholders feel welcome, including staff, students, and families. It is only by us working together that we will achieve our goals as a school.

This year, our priorities include improving our students' literacy skills and school culture. We want to double the number of students who are reading on grade level this school year, and we want our students to hit their personal growth targets for reading. We want our students to improve their attendance by showing up to school on time every day. We want to encourage our students to manage their behavior and make the best behavior choices so that they maximize the number of instructional minutes they receive. We will have a number of positive incentives and will proactively work to build our students' social-emotional skills so that our students learn as much as they can. With EPAPA staff, students, and families working collaboratively, we will achieve all that we set out to do!

Moving forward as partners, expect to hear from EPAPA a lot more frequently. We will be inviting you to the school to volunteer and to participate in events, and we hope to see you supporting our children and our school.

We look forward to partnering with you to ensure that our vision for our school is fully realized and **“all EPAPA graduates will be critically literate and empowered to leverage college to create a more just world.”**

I am thankful that we are taking this journey together.

Sincerely,

Kaleesha Washington



1039 Garden Street, East Palo Alto, Ca 94303

(650) 325-1460

www.EPAPA.org

ABOUT THE SCHOOL

In 2006, East Palo Alto Charter School families launched a high school, East Palo Alto Phoenix Academy ("EPAPA"), which now serves over 300 students in grades 6-12 and has a 100% college acceptance rate for its graduates. Compared to only 20% of high school students of color in the Silicon Valley graduating college eligible and a 60% high school dropout rate in East Palo Alto, EPACS and EPAPA comprise a K-12 educational community dedicated to preparing all of our students for college success.

SCHOOL SITE MISSION AND VISION

All East Palo Alto Phoenix Academy (EPAPA) Graduates will be critically literate and empowered to leverage college to create a more just world.

CAMPUS AND OFFICE OPERATIONS

SCHOOL CONTACT INFORMATION

East Palo Alto Phoenix Academy
1039 Garden Street, East Palo Alto, CA 94303
(650) 325-1460



ASPIRE EAST PALO ALTO PHOENIX ACADEMY

2017-2018 FAMILY CALENDAR

Updated 7/18/17

| | | July | | | | | | | Instructional Days: 0 | | | | | | | |
|--------------|--|------|-----------|----|----|----|----|----|---|---|--|--|--|--|--|--|
| | | S | M | T | W | Th | F | S | 3-31: Summer Vacations | | | | | | | |
| | | | | | | | | 1 | 3-31: Vacaciones de Verano | | | | | | | |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | |
| | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | |
| | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | |
| | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | |
| | | 30 | 31 | | | | | | | | | | | | | |
| STRONG START | | | August | | | | | | | Instructional Days: 18 | | | | | | |
| | | | S | M | T | W | Th | F | S | 1: Welcome Night at 5pm | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | 1: Noche de Bienvenida a las 5pm | | | | | | | |
| | | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8: First Day of School/ Primer Dia de Clase | | | | | | |
| | | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 8-11: Minimum Days/ Días mínimos | | | | | | |
| | | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 12: Back to School Day/Día de Regreso a escuela | | | | | | |
| | | | 27 | 28 | 29 | 30 | 31 | | | 29: Parent Meeting 6pm | | | | | | |
| | | | | | | | | | | 29: Reunion de Padres 6pm | | | | | | |
| | | | September | | | | | | | Instructional Days: 19 | | | | | | |
| | | | S | M | T | W | Th | F | S | 4: Labor Day/ Día Laboral | | | | | | |
| | | | | | | 4 | 2 | | 22: No School / Teacher PD | | | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | |
| | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 19: Parent Meeting 6pm | | | | | | | |
| | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 19: Reunion de Padres 6pm | | | | | | | |
| | | | | | | | | | 26-28: SLCs | | | | | | | |
| QUARTER 1 | | | October | | | | | | | Instructional Days: 16 | | | | | | |
| | | | S | M | T | W | Th | F | S | 2-6: Fall Break/ Vacaciones de otoño | | | | | | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | |
| | | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 9: No School/ Teacher PD | | | | | | |
| | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12: Picture Day/ Día de Fotos | | | | | | |
| | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | |
| | | | 29 | 30 | 31 | | | | | 24: Parent Meeting 6pm | | | | | | |
| | | | | | | | | | | 24: Reunion de Padres 6pm | | | | | | |
| | | | November | | | | | | | Instructional Days: 16 | | | | | | |
| | | | S | M | T | W | Th | F | S | 9: Picture Day Retakes | | | | | | |
| | | | | 1 | 2 | 3 | 4 | | 9: Día de retomar fotos | | | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 10: Veteran's Day/ Día de los Veteranos | | | | | | | |
| | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 20-24: Thanksgiving Break/ | | | | | | | |
| | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 20-24: Vacaciones de Acción de Gracias | | | | | | | |
| | | 26 | 27 | 28 | 29 | 30 | | | 28: Parent Meeting 6pm | | | | | | | |
| | | | | | | | | | 28: Reunion de Padres 6pm | | | | | | | |
| QUARTER 2 | | | December | | | | | | | Instructional Days: 11 | | | | | | |
| | | | S | M | T | W | Th | F | S | 13-15: Minimum Days- School Site PD | | | | | | |
| | | | | | | | 4 | 2 | | 18-29: Winter Break | | | | | | |
| | | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 18-29: Vacaciones de Invierno | | | | | | |
| | | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | |
| | | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | |
| | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | |
| | | | 31 | | | | | | | | | | | | | |

| CALENDAR KEY | |
|--------------|-----------------------|
| — | Minimum Days |
| □ | School Days |
| □ | No School |
| □ | No School/ Teacher PD |
| □ | Picture Days |
| □ | Parent Meeting 6pm |
| □ | School Event |

DROP OFF AND PICK-UP PROCEDURES

On time drop off and pick up is important to your child's success. In order to make drop off and pick up as efficient for you, your child and other families, please follow the below procedures.

Drop Off Time: 7:30 AM

All students need to be dropped off on the designated student drop off area located next to the Gym.

Pick Up Time: 3:30 PM

All students should be picked up on the designated student pick up area located next to the Gym

Early Pick-Up Policies and Procedures: All students who are being picked up early must be signed out in the Main Office. East Palo Alto Phoenix Academy will not release any student if they are not listed on the emergency card

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

CLOSED CAMPUS

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

PARENT/FAMILY CONTACT INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

TELEPHONES AND CALLS TO STUDENTS

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

Only emergency messages will be relayed. As appropriate, the office staff and administration will determine if a message is an emergency.

MEDICATION

If your child needs to take any prescription medications, you must have:

- 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, **and**
- 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

ENROLLMENT

ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

RE-ENROLLMENT

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

FOREIGN EXCHANGE STUDENTS

Aspire Public Schools does not accept or enroll foreign exchange students.

IMMUNIZATION REQUIREMENTS

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school'. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

ATTENDANCE

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

EXCUSED ABSENCES

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below **and** 2) the absence is communicated to the school within 5 days of the absence: [Education Code §48205(a) and §48205(c)]

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

MAKE-UP WORK FOR STUDENTS WHO WERE ABSENT

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code §48205]

GENERAL TARDINESS

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered “tardy.” Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered “tardy.”

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

SCHOOL SITE ATTENDANCE AND TARDY PROCEDURES

Regular, on-time attendance is important for your child's success. In the event your child is absent or tardy, please follow the procedures below.

If your child is **absent**, please call the school office to report the absence with **5 days** and ask for makeup work so that your child does not fall behind.

If your child is **tardy**, please have them come to the office to sign in for the day and obtain a "tardy pass" before they go to class.

CHRONIC ABSENTEEISM

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of "F" or "NC"). [Education Code §49067]

Students with excessive unexcused absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Makeup School.

WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

TRUANCY

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child's absence or tardy is for an excusable reason as defined above.

NOTIFICATIONS OF TRUANCY

If your child is classified as truant per CA Ed Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child's attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §48260, 48261, 48262]

First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and delivery confirmation mail.

- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program.

NOTIFICATION OF DETERMINATION OF HABITUAL TRUANCY AND SART

Once your child has received a third notification of truancy after accruing a seventh truancy event, California Education code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school's truancy abatement program. [Education Code §48260, 48261, 48262]

Notification of Determination as an Habitual Truant

- Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
- SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.
- If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

The school's SART will consist of:

- The principal;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB

Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney. [Education Code §48260, 48261, 48262]

Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

ACADEMICS

ACADEMIC INTEGRITY

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

INSTRUCTIONAL MATERIALS

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

TEXTBOOKS AND MATERIALS

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

REQUIRED RESTITUTION

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code §48904 (b)]

TESTING

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Development Test (CELDT) and English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an Internal Reading Diagnostic Assessment
- Other federal, state and local tests as required

FAMILY LIFE/HIV/AIDS EDUCATION

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human

growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

HIGH SCHOOL ACADEMICS

GRADUATION REQUIREMENTS

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

| | | |
|-----------------------------|----|---|
| A. History/Social Sciences | 20 | 1 year of World History, 1 year of US History, Emphasis in Literature & Composition. |
| B. English | 40 | |
| C. Mathematics | 30 | Courses must be taken in grades 9-12 Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended. |
| D. Laboratory Science | 20 | In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended. |
| E. World Languages | 20 | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned. |
| F. Visual & Performing Art | 10 | The 10 credits must be in the same form of art in a year-long sequence taken in the correct order, or a semester block covering a year's worth of credit. |
| G. Electives | 10 | Courses can be an additional year in any of the a-g courses listed above or can be an a-g approved "g" elective. |
| US Government and Economics | 10 | 1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses. |

| | | |
|--------------------------|-----|--|
| Other Academic Electives | 55 | Courses can be additional years in any of the a-g courses listed above, labs that extend a-g courses, academic support courses, non a-g courses that are academic in nature, and additional Advisory course work. Courses such as PE and other non-academic courses do not satisfy this requirement. |
| Advisory | 20 | Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher. |
| Technology | 5 | May waive by juried assessment; if waived, credits substituted by another college preparatory elective. |
| Total | 240 | Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement. |

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

| | |
|------------------------|---|
| Exhibitions | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. |
| College Credits | Students must take at least 5 college courses, for a total of at least 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e., auto tech, wood shop, graphic design, etc.). |
| College Entrance Exams | Students must apply for and take the prescribed college-board entrance examinations. |
| College Applications | Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). This requirement is reduced to 1 for a student who applies and is accepted to 4-year college through a binding Early Decision program. |
| College Financial Aid | Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application. |
| College Acceptance | Students must be accepted to a 4-year university. |

Students must be enrolled in a minimum of 240 instructional minutes per school day [Education Code §46144, 46146].

CONCURRENT ENROLLMENT

Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

GRANTING CREDIT FROM NON-ASPIRE SCHOOLS

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC/CSU a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School) in order to recover credits.

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS

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

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, accommodations or modifications associated with IEPs or 504s, etc.

Approval of requests to waive graduation requirements is determined by a member of Aspire's Senior Leadership Team and/or Education Team.

SECONDARY GRADING

Students earn grades based on established performance levels as described on the next page. In pursuit of our College for Certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Senior Director of Early College High School. All grade changes will be documented in the student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

SECONDARY GRADING SCALE

| GRADE | 4.0 POINT SCALE UNWEIGHTED | 5.0 POINT SCALE WEIGHTED | DESCRIPTION |
|-------|----------------------------|--------------------------|--|
| A + | 4.33 | 5.33 | <ul style="list-style-type: none"> • Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject. |
| A | 4.00 | 5.00 | <ul style="list-style-type: none"> • Produces notably superior work and receives consistently high marks on class tests. • Does all assigned work plus additional work. • Shows superior ability to learn facts, principles, and skills; applies them to new situations. |
| A- | 3.67 | 4.67 | <ul style="list-style-type: none"> • Demonstrates creativity and originality. • Assumes active, alert leadership in learning activities. • Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject. |
| B+ | 3.33 | 4.33 | <ul style="list-style-type: none"> • Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests. |
| B | 3.00 | 4.00 | <ul style="list-style-type: none"> • Does all assigned work plus some additional work. • Shows above average ability to learn and apply facts, principles, and skills. |
| B- | 2.67 | 3.67 | <ul style="list-style-type: none"> • Does some independent work, showing initiative and originality. • Assumes active, alert role of follower, and shows some leadership in learning activities. |
| C+ | 2.33 | 3.33 | <ul style="list-style-type: none"> • Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests. |
| C | 2.00 | 3.00 | <ul style="list-style-type: none"> • Does assigned work, and usually makes up work missed. • Shows average ability to learn and apply facts, principals, and skills. |
| C- | 1.67 | 2.67 | <ul style="list-style-type: none"> • Shows average ability in critical thinking, and some originality. • Follows class activities and makes some contribution. |
| D+ | 0.00 | 0.00 | <ul style="list-style-type: none"> • The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject |
| D | | | <ul style="list-style-type: none"> • Shows below average growth in understanding of the subject. • Receives consistently below-average marks on tests. |
| D- | | | <ul style="list-style-type: none"> • Does less than the average amount of assigned work, and seldom makes up work missed. • Shows below-average ability or initiative in learning and applying facts, principals, and skills. |
| F | | | <ul style="list-style-type: none"> • Participates inadequately or ineffectively in learning activities. • Shows below average ability or initiative in critical thinking and creativity. |

WEIGHTED SCALING

For the Aspire weighted 9-12 GPA, only for grades of C- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken. For non-Aspire GPAs, weighting is determined by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

DROP CLASS POLICY

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook).

RE-TAKING A CLASS FOR WHICH A PASSING GRADE WAS EARNED

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

SCHOOL CULTURE AND STUDENT LIFE

SCHOOL CULTURE HIGHLIGHTS

East Palo Alto Phoenix Academy works hard to create a positive school culture with College for Certain and student success at the center of all that we do. From classrooms named for universities to celebrations that connect our school with students, family and staff, building community is an important piece of the work we do every day.

Some of our community traditions include:

- Town Halls
- College Trips
- College Week
- Cultural Celebrations
- Middle School and High School Dances
- Spirit Weeks
- Incentive Field Trips
- Scholar Ceremony/Growth and Achievement Recognition
- EPAPA Values Recognition
- EPAPA Millionaires
- Advisory Competitions

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's

name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SCHOOL SITE SPECIFIC DRESS CODE

East Palo Alto Phoenix Academy requires all students to wear uniforms. Below are the specific uniform requirements for students.

Middle School:

- Khaki bottoms
- College Shirt or Sweatshirt
- EPAPA Shirt or Sweatshirt
- Black or white collared shirt

High School:

- Khaki or black bottoms
- College Shirt or Sweatshirt
- EPAPA Shirt or Sweatshirt
- Black or White Collared Shirt

CLUBS AND ACTIVITIES

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.

- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire’s Board of Directors; **AND**
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

ATHLETICS

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

SCHOOL LUNCHES

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

EMPLOYMENT OF STUDENTS - WORK PERMIT

While school and preparation for university must always be a student’s first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - “The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation

of law.” Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)

Child Labor Laws 2013, (<http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>) Work Permits FAQ, (<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>)

EXPANDED LEARNING/AFTERSCHOOL PROGRAMS

Aspire Public Schools’ expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school’s afterschool program, please contact the school office.

STUDENT BEHAVIOR AND DISCIPLINE

NOTICE OF REGULATIONS

The Aspire School’s administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

POSITIVE BEHAVIOR SUPPORT SYSTEMS

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

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

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

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

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

Please reach out to us if you would like to learn more about the systems our school uses.

BEHAVIOR MANAGEMENT CYCLE

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School’s discipline expectations, and it will be

printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

BEHAVIOR EXPECTATION GUIDELINES

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the School Site Council (previously Advisory School Council).
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- Possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.

SCHOOL-WIDE EXPECTATIONS FOR STUDENT SUCCESS

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) Follow directions of all staff at all times.
- 2) Look professional at all times: No sagging, headwear, sunglasses, etc.

- 3) Use positive language: No teasing, bullying, profanity, or insults, etc.
- 4) Keep hands, feet, and objects to yourself: No provoking or fighting, etc.
- 5) Be proud and take care of the school and other people's property: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

ALTERNATIVES TO SUSPENSION

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil's presence causes a danger to persons. [Education Code §48900.5]

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Grounds for Suspension and Expulsion (CA Education Code)

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written

permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or

more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]

- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]
3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902] .

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

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

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

EXPELLABLE OFFENSES

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

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

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

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g) or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

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

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be

deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer

to the student will be interpreted as denial of a student's gender identity and a form of harassment.

- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

STUDENT SUPPORTS AND PROTECTIONS

SECTION 504 PLAN

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a

disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. **If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.**

SPECIAL EDUCATION

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. [For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*]

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

CHILDFIND AND SPECIAL EDUCATION NOTIFICATION

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with *California Education Code Section 56327*. Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with *Title 34, CFR Section 300.503*, providing *rationale* for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

SPECIAL EDUCATION COMPLAINTS

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if

needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO REAUTHORIZATION OF 2002)

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

FOSTER CHILDREN AND YOUTH

As required by State law, Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

ENGLISH LANGUAGE LEARNERS

Aspire provides a variety of programs to help students who need support in their speaking, reading, writing or understanding of English as a result of English not being their home language. If you are interested in these supports for your child, please contact your school's main office.

STUDENT SUCCESS TEAM (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

INDEPENDENT STUDY

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

HOME HOSPITAL INSTRUCTION

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

EMERGENCY MEDICAL CARE

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

CONTAGIOUS OR INFECTIOUS DISEASE

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

HEAD LICE

Head lice, while a significant social problem, do not transmit disease to humans. Parent(s)/guardian(s) are encouraged to routinely screen students at home. If lice are seen on a child at school the parent(s)/guardian(s) will be called to pick up the child at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice" At home, all members of the family should be checked for head lice. This policy allows parent(s)/guardian(s) to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child still has lice, then the parent(s)/guardian(s) will be contacted.

CHILD ABUSE REPORTING

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

FAMILY AND COMMUNITY ENGAGEMENT

SCHOOL-HOME COMMUNICATION

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

FAMILY ENGAGEMENT ACTIVITIES

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children:

Special Saturday Classes: Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.

Guidance for At-home Support: Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

Participation in School Decision-making: Aspire includes two parent representatives on the School Site Council (previously Advisory School Council) of each school, as well as parent participation on the school's Teacher Hiring Committee.

VISITOR POLICY

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday Schools, School Site Councils (previously Advisory School councils), volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

VISITOR GUIDELINES

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

VOLUNTEERS

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers

- The driver must have a valid California Driver's License.
- The parent or adult driver must have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

ASPIRE FAMILY RIGHTS AND RESPONSIBILITIES

NOTICE FOR DIRECTORY INFORMATION

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Aspire may disclose appropriately designated “directory information” without written consent, unless you have advised Aspire to the contrary in accordance with Aspire procedures. The primary purpose of directory information is to allow Aspire to include information from your child’s education records in certain school publications.

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised their local schools that they do not want their student’s information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all of types of information designated as directory information from your child’s education records without your prior written consent, you must notify the Aspire in writing.

NON-DISCRIMINATION AND TITLE IX POLICY

Aspire Public Schools is committed to equal opportunity for all individuals in education. Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Aspire will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns.

Parents who wish to file a discrimination or harassment complaint should complete Aspire’s “Uniform Complaint Investigation Request” Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire’s Uniform Complaint procedures is included later in this handbook.

ASPIRE STUDENT DATA PRIVACY POLICY

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
 - Family Educational Rights Privacy Act (FERPA)
 - Protection of Pupil Rights Amendment (PPRA)
 - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

USDA CIVIL RIGHTS STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NO CHILD LEFT BEHIND NOTIFICATION

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

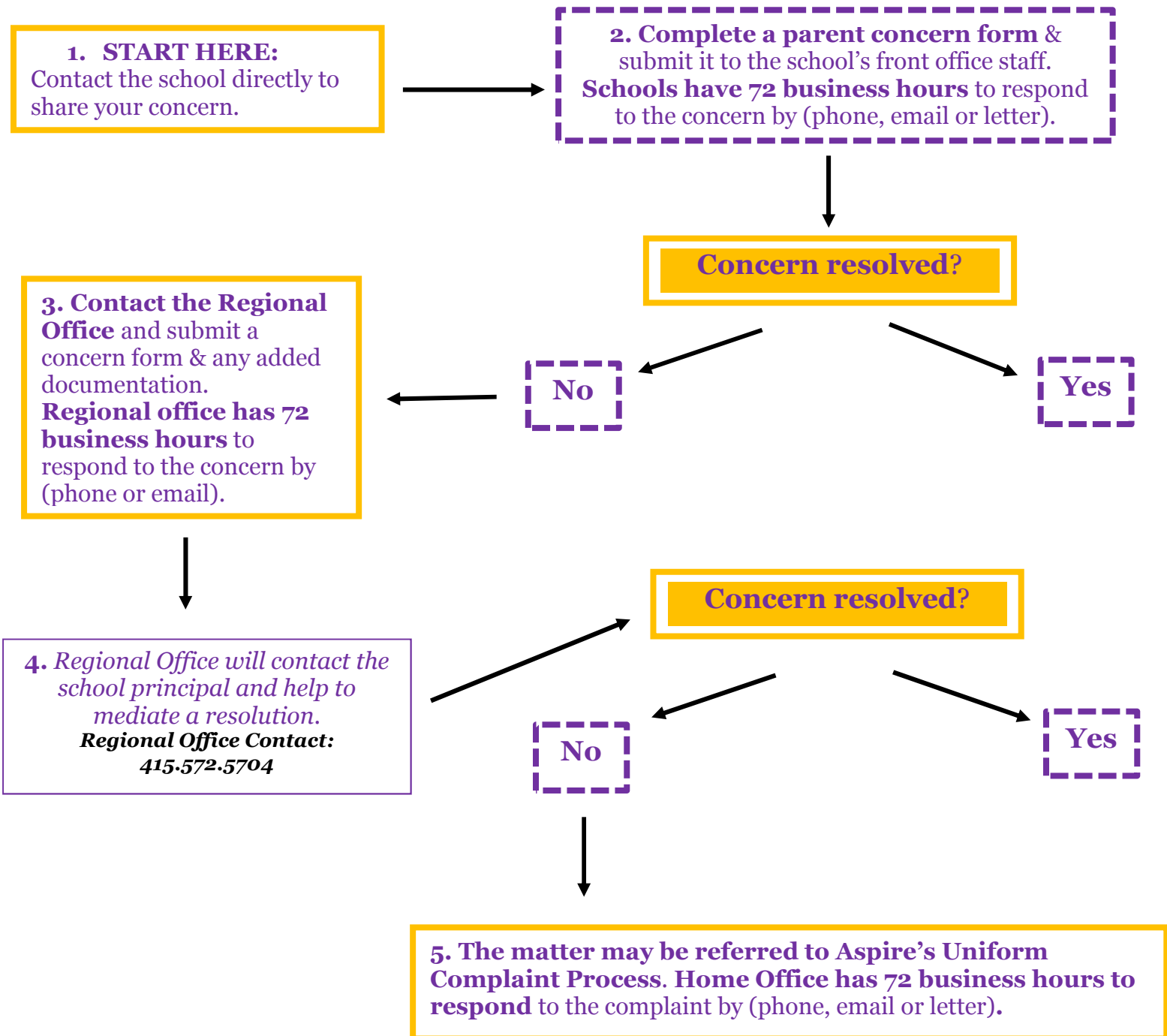
Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.



FAMILY CONCERN PROCESS





East Palo Alto Phoenix Academy

FAMILY CONCERN DOCUMENTATION FORM

| | |
|--|---------------|
| Completed/ Collected By (Office use only): FORM HANDED TO (STEP #): | Date: |
| Student Name: | Grade: |

Parent or Guardian's Name:

| | | |
|--|----------------------|---------------|
| Best time/s for someone to contact you: AM or PM | Phone Number: | Email: |
|--|----------------------|---------------|

Please write you concern here:

- Start with what you know (What you saw, heard, or said)
- Use dates and times
- Describe the steps you took to address the problem
- List the witnesses (If any)
- Identify the rule of conduct or policy violation

Parent Signature _____

Describe your proposed solution [How can the issue be resolved, What steps can the school take, What steps can you take]

Please mail, fax or deliver to you school site or Regional Office

| | |
|--|--|
| School Site: 1039 Garden Street East Palo Alto, Ca 94303 (650) 325-1460 Fax (650) 325-1327 | Regional Address: 1001 22 nd Ave. Oakland Ca. 94606 Phone: 510-434-5000 Fax: 510-434-5010 |
|--|--|

Date received by Aspire School or Regional Office _____

Office use only

| | Action Taken | By Who | Date | Initial | Open or Resolved |
|----------------|--------------|--------|------|---------|------------------|
| Step 1: | | | | | |
| Step 2: | | | | | |
| Step 3: | | | | | |

Resolution: the following action was taken (attach additional sheet if needed):

UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees^{1,2}, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Regional Manager of Student Services
400 105th Ave. Oakland, Ca 94603
(510) 635-3847 Fax

Any pupil fees complaint should be filed with the principal of a school.

¹ A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

² A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services

or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

MEDIATION

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.



College for Certain

UNIFORM COMPLAINT PROCEDURES FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____
Address _____ Apt. # _____
City _____ State _____ Zip Code _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foster/Homeless | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans | <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Education |
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex Sexual Orientation Gender Gender Identity Gender Expression Ancestry
 Ethnic Group Identification Race or Ethnicity Religion Nationality National Origin Age
 Color Mental or Physical Disability Lactating Student
 Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000
 Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
 Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000



College for Certain

STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2017-2018.

Student Name (please print)

Grade Level

Date

Parent/Guardian Signature

Date

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| | | | |
|------------------------|--|-----------------|---|
| LEA Name | Aspire East Palo Alto Charter School | | |
| Contact Name and Title | Kaleesha Washington, 6-12 Principal Maricela Montoy-Wilson, | Email and Phone | kaleesha.washington@aspirepublicschools.org (650) 325-1460 Maricela.montoywilson@aspirepublicschools.org |

2017-20 Plan Summary

THE STORY

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

Aspire East Palo Alto Charter School is direct-funded charter school in East Palo Alto. It is chartered through Ravenswood School District and Sequoia Union High School District Aspire Public Schools.

The school is designed to serve approximately 423 students in grades TK-12th grade. The school's demographic profile is % Latino, % African-American, % Asian-American, % Caucasian, and % English Language Learners with % of the student body eligible for the free and reduced price meals program.

Aspire East Palo Alto Charter School is part of the non-profit Aspire Public Schools (APS). Aspire serves East Palo Alto Charter School through business services, professional development and other operational support.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically at East Palo Alto Charter School, we are dedicated to preparing all students for success in college and beyond. Our mission is to equip students with the skills, habits and mindset necessary to achieve success in college and beyond. We believe that a college degree will provide our graduates with the opportunity to earn a family-sustaining income and make a positive impact on their community.

LCAP HIGHLIGHTS

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

This year's LCAP has seen many changes. Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing its previous year's LCAP goals from 18 to 4. In addition to reimagining Aspire East Palo Alto Charter School LCAP moving forward, we've also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. Aspire East Palo Alto Charter School's alignment with the Dashboard will help to ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

One of Aspire East Palo Alto Charter School's greatest areas of progress has been the steady increase in our ELA and Math performance measured on the state SBAC assessment. We were able to achieve this progress through targeted school professional development grounded in the CCSS, as well as a strong school culture, developed through our SEL program. We have developed a strong foundation of teaching mindsets, restorative practices, and Toolbox.

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

GREATEST NEEDS

Aspire East Palo Alto Charter school changed our charter in 2015-2016; we currently do not have any ratings on the LCFF Evaluation rubric.

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

PERFORMANCE GAPS

Aspire East Palo Alto Charter school changed our charter in 2015-2016; we currently do not have any ratings on the LCFF Evaluation rubric.

INCREASED OR IMPROVED SERVICES

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

Aspire East Palo Alto Charter School plans to deepen implementation of a rigorous TK-5 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success. We will implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$11,297,858

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$7,552,000

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

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

\$8,052,378

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

| | |
|--|---|
| <h2 style="margin: 0;">Goal 1</h2> | <p>Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric</p> |
|--|---|

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 10% more students will score proficient or above on the Aspire Writing Assessment
2. Improved writing instruction for all students

ACTUAL

We no longer use the Aspire Writing Assessment. We moved to administer this assessment that is. We have moved to a more aligned with the Common Core State Standards-aligned assessment: the Lucy Calkins End of Unit Writing Performance Assessments.

We have improved writing instruction for all students through our differentiated professional development.

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED</p> <ol style="list-style-type: none"> 1. Professional Development – teachers will receive differentiated professional development through | <p>ACTUAL</p> <ol style="list-style-type: none"> 1. Professional Development – teachers received differentiated Completed. |
|------------------|---|---|

| | |
|--|---|
| <p>coaching and early release professional development.</p> <ol style="list-style-type: none"> Professional Development – all new teachers will receive one week of Aspire training including writing instruction Data informed instruction – Teachers will begin using data from school-wide and Aspire-wide writing assessments to inform instruction. | <ol style="list-style-type: none"> We put our focus on professional development through coaching and early release professional development. Professional Development – all new teachers who were hired during the spring on Common Core State Standards and early summer received one week of Aspire training during the summer before school started. Data informedCCSS-aligned instruction – Teachers used data from school-wide and Aspire-wide writing assessments to inform instruction.. |
| <p>BUDGETED On Site Coaching \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1200</p> | <p>ESTIMATED ACTUAL On Site Coaching \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1200</p> |

Expenditures

ANALYSIS

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

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

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

The actions/services of this goal no longer apply due to the fact that our organization no longer administers the writing snapshot. The actions/services we implemented to increase writing proficiency has been applied to Goal 2 in our new LCAP Goals and Actions.

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

Actions/services performed were effective in increasing Common Core aligned instruction in ELA classes. Still waiting on SBAC data to see performance increase. We shifted our priorities to better align to Common Core State Standards. Thus, our overall effectiveness of improving writing instructions was met, but the overall effectiveness was not measured as planned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

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

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

| | |
|--|--|
| <h1 style="margin: 0;">Goal</h1> <h2 style="margin: 0;">2</h2> | <p>Maintain consistent retention of 9th grade students at 90 %.</p> |
|--|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

1. All students had access to college counseling staff.
2. Students with D's and F's have the opportunity to attend weekly office hours.
3. EPAPA uses a 4 point grading scale based on quality work not completion.
4. School site instructional leaders observe and give feedback to teachers at least bi-weekly. One of the required indicators for observations and formal evaluations is student engagement with a clear rubric to guide teachers and leaders in improvement.
5. During our Student Led Conferences after quarter 1 and quarter 3 grades closed, students and families reflected on work quality and grading practices and were able to ask questions directly to teachers. We need to continue framing our grading practices for all as we continue using the 4 point grading system and communicate progress.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

1. Continue to monitor monthly the % of students receiving D's and F's
2. Disaggregate data by subgroups and create a plan to address any inequities found.

ACTUAL

1. **Advisors monitor all grades every two weeks.**
2. **We disaggregate data by subgroups and create a plan to address any inequities found.**

Expenditures

BUDGETED

Dean
\$25,000
College Counselor
\$40,000
Tech Solutions
\$10,000

Resource:
0000, 3010

Object Codes:
1300, 3000, 7000

ESTIMATED ACTUAL

Dean
\$25,000
College Counselor
\$40,000
Tech Solutions
\$10,000

Resource:
0000, 3010

Object Codes:
1300, 3000, 7000

ANALYSIS

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

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

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

Every two weeks, our teachers print out the students' progress reports which detail the assignments and the scores that students received on the assignments. We send these home to parents and require them to be signed so that parents are aware of how their children are performing in each class. Our students have taken college trips so that they can find out what schools they would like to attend in the future. In addition, they have worked with the college counselor to help strategize and plan for getting through high school and through college.

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

Once our students have entered 9th grade, the majority of them stay at EPACS through graduation unless they move out of the area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 17 to 4. Part of this continuous improvement includes merging this existing goal into *Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.* By focusing on the % of student meeting a-g requirements and graduating from high school, we align our actions, services, and measureable outcomes to the language and measures of the ambitious mission and vision of the school in a way that is consistent with the statewide LCAP dashboard accountability tool.

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

Goal 3

Increase the % of students passing the MBSA in 5th grade by 10% until 90%.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

10% more students will score proficient or above on the Aspire Math Basic Skills

ACTUAL

We no longer use this assessment. We have moved to a more Common Core aligned assessment.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

| PLANNED | ACTUAL |
|---|--|
| <ol style="list-style-type: none"> 1. Instruction- EPACS will differentiate instructional methods for teaching fact fluency to sub-groups of students targeted for additional support through data analysis of weekly and monthly assessments. 2. Assessment- EPACS teachers will track individual growth of each student on monthly fact fluency assessments, end of unit assessments, and Aspire Interims. 3. Family Partnership- Students' with less than 60% proficiency on monthly fact fluency assessments will take home additional fact fluency practice homework for which parents receive training to support at home. | <ol style="list-style-type: none"> 1. EPACS differentiated instructional methods for teaching fact fluency to sub-groups of students targeted for additional support through data analysis of weekly and monthly assessments. 2. EPACS teachers tracked individual growth of each student on monthly fact fluency assessments, end of unit assessments, and Aspire Interims. 3. Students' with less than 60% proficiency on monthly fact fluency assessments took home additional fact fluency practice homework for which parents receive training to support at home. |

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| New Teacher Training \$1,000 per new teacher Math Materials \$25,000 Resource: 0000 Object Codes: 1100, 3000, 4200 | New Teacher Training \$1,000 per new teacher Math Materials \$25,000 Resource: 0000 Object Codes: 1100, 3000, 4200 |

ANALYSIS

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

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

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

The actions/services of this goal no longer apply due to the fact that our organization no longer administers the MBSA. The actions/services we implemented to increase math proficiency has been applied to Goal 1 in our new LCAP Goals and Actions.

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

The actions/services of this goal no longer apply due to the fact that our organization no longer administers the MBSA. The actions/services we implemented to increase math proficiency has been applied to Goal 1 in our new LCAP Goals and Actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into Goal 1.

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

| | |
|-----------|---|
| Goal 4 | Students will complete 3 interdisciplinary units on a single topic. |
|-----------|---|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Students will receive instruction in an interdisciplinary manner.
2. Students will complete three interdisciplinary units.

ACTUAL

In alignment with CCSS focus on reading skills, we moved away from interdisciplinary units and adopted Reader's and Writer's Workshop, which incorporate content units and support students through text sets and genre studies.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 1. Interdisciplinary units will be evaluated by an outside group from the home office, external vendor or other school
 2. Teachers will begin to review data from assessments given in interdisciplinary units. Professional development will be provided as needed to review data.

ACTUAL
 1. Teachers adopted Reader's Workshop units of study.
 2. Teachers used release time to plan units of study.
 3. Teachers received PD on aligning CCSS with the units of study.

Expenditures

BUDGETED
 Planning time,
 Substitutes,
 Professional Development,
 New Teacher Training
 \$30,000

 Resource:
 0000

 Object Codes: 1100, 3000

ESTIMATED ACTUAL
 Planning time,
 Substitutes,
 Professional Development,
 New Teacher Training
 \$30,000

 Resource:
 0000

 Object Codes: 1100, 3000

ANALYSIS

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

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

| | |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | The actions/services of this goal no longer apply due to the fact that our organization adopted Reader's and Writer's Workshop. The actions/services we implemented to plan interdisciplinary units has been applied to Goal 1 in our new LCAP Goals and Actions. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The actions/services of this goal no longer apply due to the fact that our organization adopted Reader's and Writer's Workshop. The actions/services we implemented to plan interdisciplinary units has been applied to Goal 1 in our new LCAP Goals and Actions. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No material differences between budgeted expenditures and actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into Goal 1. |

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

| | |
|-------------------|---------------------------------------|
| Goal 5 | Attendance rate 95% for all subgroups |
|-------------------|---------------------------------------|

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| | |
|---|---|
| Attendance rate for all subgroups will be 95% or higher | <i>Hispanic – 96% (281 students)</i> <i>Black – 95% (20 students)</i> <i>Pacific Islanders – 67% (9 students)</i> <i>Asian – 100% (1 student)</i> <i>Multi – 100% (1 student)</i> <i>White – 100% (1 student)</i> This data will be completed in May |
|---|---|

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

1. If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.
2. Students and families who miss more than three unexcused absences will receive additional communication and school support.
3. Families will be notified sooner about truanancies.

ACTUAL

1. **Members of the administrative team have met with students and families when students are frequently absent.**
2. **Student/Family meetings are scheduled to create strategies and put together a plan for addressing student attendance.**
3. **Student/Family meetings are scheduled after the student has received 3 unexcused absences.**

Expenditures

BUDGETED

Principal
\$20,000
Business Manager \$40,000
Tech Solutions
\$10,000

Resource:
0000

Object Codes:
1300, 2400, 3000, 7000

ESTIMATED ACTUAL

Principal
\$20,000
Business Manager \$40,000
Tech Solutions
\$10,000

Resource:
0000

Object Codes:
1300, 2400, 3000, 7000

ANALYSIS

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

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

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

Our office staff has worked hard to keep track of students' attendance and to track trends. They have sent home phone calls for every attendance violation. In addition, they are sending home letters to parents for truancy and having them come in for meetings with a member of the administrative team. We have created attendance contracts which students and families sign agreeing to attend school regularly.

As a result of this goal, families received more timely communication about absences, tardies, and truancy.

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

This has been extremely effective. Once students and families meet with a member of our administrative team, they are automatically brought in to improving their attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

| | |
|-------------------|--|
| Goal 6 | All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act |
|-------------------|--|

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| | |
|---|--------------------------------|
| All students will be taught by highly qualified personnel | K-12, 80% with full credential |
|---|--------------------------------|

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED</p> <p>1. Continue to hire only highly qualified teachers</p> | <p>ACTUAL</p> <p>1. We are attempting to hire highly qualified teachers for all positions. Late summer hires due to teachers leaving and a couple of mid-year teacher resignations led to a lower percentage than we desired to have.</p> |
|------------------|---|---|

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|-----------------------------|-----------------------------|
| Principal \$40,000 | Principal \$40,000 |
| Resource: 0000 | Resource: 0000 |
| Object Codes: 1300, 3000 | Object Codes: 1300, 3000 |

ANALYSIS

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

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

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

We have been successful in most of our classes, however, not all of our classes have highly qualified teachers. We have prioritized recruiting and retaining highly qualified teachers.

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

This has been effective with the exception of the late hires and mid-year replacements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous K-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success

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

| | |
|-----------|---|
| Goal 7 | All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory |
|-----------|---|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. All pupils will have NGSS aligned texts.

1. All pupils have NGSS aligned texts and CCSS aligned ELA text sets.

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED | ACTUAL |
| | <ol style="list-style-type: none"> 1. Any additional science materials needed, including technology, will be made. 2. Science teacher will support elementary teachers in developing NGSS aligned units for 4 grade levels. | <ol style="list-style-type: none"> 1. Our science teachers have NGSS-aligned curricular materials and access to computers and other technology. 2. Our ELA teachers have Study Sync curriculum with CCSS aligned materials, including full texts of books and highly rigorous text sets. 3. We have also purchased and used the College Prep Math curriculum that is aligned to the Math CCSS. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Materials and resources, IT support | Materials and resources, IT support |

\$50,000
Resource:
0000, 6300
Object Codes:
4200, 4301, 4410, 7000

\$50,000
Resource:
0000, 6300
Object Codes:
4200, 4301, 4410, 7000

ANALYSIS

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

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

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

All students have access to the materials and use them daily in their classes.

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

This has been highly effective in our students having access to CCSS- and NGSS- aligned texts and materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous K-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

| | |
|--|--|
| <h2 style="margin: 0;">Goal 8</h2> | <p>All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department</p> |
|--|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|--|
| <p>1. 5% of school budget will be appropriated for upkeep of the building</p> | <p>100% of school facilities have been well-maintained and in good repair as measured by our facilities department. Our building manager in charge of maintenance is highly skilled and keeps our facilities in order.</p> |

ACTIONS / SERVICES

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

| Action | 1 | | | | |
|---|--|---------|--------|---|---|
| <p>Actions/Services</p> | <table border="1"> <thead> <tr> <th style="background-color: #d9ead3;">PLANNED</th> <th style="background-color: #d9ead3;">ACTUAL</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px;"> <p>1. School will invest in maintenance in the school as identified through family, student and teacher surveys</p> </td> <td style="padding: 10px;"> <p>The school invests in maintenance in the school as identified through family, student and teacher surveys.</p> <p>Our building manager continuously monitors the school for needed repairs and fixes them immediately. All staff notifies the building manager if there are any additional repairs that are needed,</p> </td> </tr> </tbody> </table> | PLANNED | ACTUAL | <p>1. School will invest in maintenance in the school as identified through family, student and teacher surveys</p> | <p>The school invests in maintenance in the school as identified through family, student and teacher surveys.</p> <p>Our building manager continuously monitors the school for needed repairs and fixes them immediately. All staff notifies the building manager if there are any additional repairs that are needed,</p> |
| PLANNED | ACTUAL | | | | |
| <p>1. School will invest in maintenance in the school as identified through family, student and teacher surveys</p> | <p>The school invests in maintenance in the school as identified through family, student and teacher surveys.</p> <p>Our building manager continuously monitors the school for needed repairs and fixes them immediately. All staff notifies the building manager if there are any additional repairs that are needed,</p> | | | | |

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|--|--|
| Building Manager, Custodian, Maintenance \$80,000 | Building Manager, Custodian, Maintenance \$80,000 |
| Resource: 0000 | Resource: 0000 |
| Object Codes: 2900, 3000, 5610 | Object Codes: 2900, 3000, 5610 |

ANALYSIS

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

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

| | |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | We have a highly skilled building manager who maintains our facilities. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | This has been effective to creating a good school environment for our students. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No material differences between budgeted expenditures and actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success. |

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

Goal 9

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

1. Teachers have been effective in teaching the CCSS.
1. Teachers have received training and coaching weekly to ensure they have the knowledge and skills to teach the CCSS. According to the SBAC, we improved by ___% in ELA and ___% in math.
2. English Learners received improved instruction aligned with their language levels, as measured by a ___% RFEP on CELDT.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

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

ACTUAL

1. Lead teachers for each content group meet weekly to plan for the professional development with the administrative team.
1. Every teacher has a coach who gives feedback on teachers' planning and instruction and analyzes data with the teacher to

Expenditures

| | |
|--|--|
| <ol style="list-style-type: none"> 2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot. 3. Additional intervention specialist hired for 16-17 school year to teach EL focused reading intervention to upper elementary students who have yet to be redesignated as Fluent English Proficient. | <p>improve instruction. We reprioritized our Professional Development calendar to reflect a need for all teachers to deepen knowledge in Common Core instruction, and implementation of CCSS-aligned curriculum.</p> <ol style="list-style-type: none"> 2. In place of digital badges, teachers were trained on differentiation through conferring and small group instruction to best support CCSS-aligned instruction to English Learners. 3. An additional intervention specialist enabled students who were yet to be re-designated as Fluent English Proficient to receive highly targeted reading intervention. |
| <p>BUDGETED Lead Teachers \$1,000 per teacher</p> <p>Resource: 0000, 4305</p> <p>Object Codes: 1100, 3000, 5200</p> | <p>ESTIMATED ACTUAL Lead Teachers \$1,000 per teacher Intervention Specialist \$60,000</p> <p>Resource: 0000, 4305, 3010</p> <p>Object Codes: 1100, 3000, 5200</p> |

ANALYSIS

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

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

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

Lead teachers for each content group meet weekly to plan for the professional development with the administrative team.

Every teacher has a coach who gives feedback on teachers' planning and instruction and analyzes data with the teacher to improve instruction. All teachers benefited from receiving professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers attended 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards through weekly whole-staff professional development, daily weekly shared grade-level planning time with an instructional coach, and

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

This has been highly effective in ensuring that teachers get the professional development they need in order to be successful. Results from our current CELDT results demonstrate an improvement in instruction based on percentage of students receiving RFEP classification. Results from the current school year's SBAC will further demonstrate that teacher time was well-spent on CCSS-aligned professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

I added the salary of an intervention specialist that was hired to help support and complete this goal.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into Goal 1: : Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

| | |
|---|--|
| <h2 style="margin: 0;">Goal 10</h2> | <p>Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually</p> |
|---|--|

| | |
|--|--|
| <p>State and/or Local Priorities Addressed by this goal:</p> | <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p> |
|--|--|

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

We are currently in the process of administering the family and student surveys. As of April 7, 2017, our Aspire Family Surveys have not yet been completed.

ACTIONS / SERVICES

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

Action **1**

| | | |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <ol style="list-style-type: none"> 1. If below 90%, a plan will be created to address any family concerns. | <p>ACTUAL</p> <ol style="list-style-type: none"> 1. We have monthly school site council meetings that parents attend and express any concerns that need to be addressed. This gives us a consistent understanding of what parents want/need so that we can address them as they arise instead of once per year after a survey. Plans were implemented throughout the year to address concerns. Once data is received, a new plan will be created. |
|-------------------------|---|--|

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| Dean \$10,000 | Dean \$10,000 |
| Parent Outreach \$2,500 | Parent Outreach \$2,500 |
| Resource: | Resource: |
| Object Codes: 1300, 2200, 3000, 5200 | Object Codes: 1300, 2200, 3000, 5200 |

ANALYSIS

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

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

| | |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | We administer the family and student surveys at least once per year, and we use the data from those surveys to guide our strategic planning. Implementing increased communication with families in a timely manner supported an increase in attendance rate. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | This is effectiveA clear measure of overall effectiveness will be determined when we receive the family survey data is available. . |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No material differences between budgeted expenditures and actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into <i>Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.</i> And will be reflected in the expected annual measurable outcomes as well as the actions and services |

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

Goal 11

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

First Year Data: 2015-2016

| ELA | |
|-------------------------------|-----|
| Proficiency Level Calculation | |
| Standard Exceeded | 7% |
| Standard Met | 25% |
| Standard Nearly Met | 30% |
| Standard Not Met | 38% |

| Math | |
|-------------------------------|-----|
| Proficiency Level Calculation | |
| Standard Exceeded | 2% |
| Standard Met | 14% |
| Standard Nearly Met | 30% |
| Standard Not Met | 53% |

Waiting for 2016-2017 data Subgroups: Overall, students' scores on SBAC reflected a 5% increase in ELA & 8% increase in math.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
A plan will be made for instructional changes based on the 15-16 SBAC results

ACTUAL

First Year Data: 2015-2016

| | |
|-------------------------------|-----|
| ELA | |
| Proficiency Level Calculation | |
| Standard Exceeded | 7% |
| Standard Met | 25% |
| Standard Nearly Met | 30% |
| Standard Not Met | 38% |

| | |
|-------------------------------|-----|
| Math | |
| Proficiency Level Calculation | |
| Standard Exceeded | 2% |
| Standard Met | 14% |
| Standard Nearly Met | 30% |
| Standard Not Met | 53% |

Waiting for 2016-2017 data

Expenditures

BUDGETED
New Teacher Training,
Lead Teacher Training,
Lead Teachers,
Intervention
\$50,000

ESTIMATED ACTUAL
New Teacher Training,
Lead Teacher Training,
Lead Teachers,
Intervention
\$50,000

Resource:
0000, 3010, 4035

Object Codes:
1100, 3000, 5200

Resource:
0000, 3010, 4035

Object Codes:
1100, 3000, 5200

ANALYSIS

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

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

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

We have aligned our curriculum

A plan was created to Common Core State Standards for both ensure students grow in math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments)

We've implemented data talks that involved the following:

Winter:

- Data analysis of assessments results by individual teachers
- Data talks per assessment with a grade level peer and facilitated by an instructional lead team member
- Grade Level talk that led to grade level team members taking on action steps for semester 2.

Spring

- Data analysis of assessments results by individual teachers
- Data talks per assessment with a grade level peer and facilitated by an instructional lead team member
- Grade Level talk that led to grade level team members taking on action steps for quarter 4.

WholeELA: more reading intervention support, school-wide focus on literacy, additional administration to support coaching, professional development on preparing for individual conversations with students cycle to reflect literacy and data needs.

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

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

The intended goals were met through our actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4.

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

Goal 12

Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education until 90%. After the school reaches 90%, increase 5 % each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

The current graduation requirements include completion of all UC/CSU requirements, all graduating seniors are CSU eligible. College readiness can be demonstrated through scores on the EAP exam, ACT or SAT exam, completion of college coursework, or high school courses that satisfy the requirement to clear the conditional readiness score on the EAP.

For the class of 2016, 14% of seniors graduated college ready in math and English, 10% graduated college ready in English only, 6% graduated college ready in math only, and 71% did not meet college readiness requirements. As of April 2017, through assessment only, 3% of seniors have met the college ready requirement in math and English, 0% have met the requirement in math only, 6% have met the requirement in English only, and 91% have not yet satisfied either requirement.

All of our seniors receive A-G counseling by our college counselor. 100% of graduating seniors meet the A-G requirements

Actions/Services

| PLANNED | ACTUAL |
|---|--|
| <ol style="list-style-type: none"> 1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements 2. Analyze data of students not reaching graduation requirements and address any inequities uncovered | <p>College counselors receive professional development to discuss post-secondary planning and support for our students. This includes discussion of graduation requirements and college entrance requirements. We have provided on-site recovery courses including offerings that go above and beyond the minimum A-G requirements. In addition, we have worked closely with our local community college to find credit recovery options for our students.</p> <p>All students are on a 4 or 5 year track at our school. Our college counselor works closely with our Assistant Principal of Instruction to ensure that students are enrolled in courses that are a part of their graduation plans. We've also strategically included college courses, credit recovery, and electives so that students can use their senior year to catch up if necessary.</p> |

ACTIONS / SERVICES

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

Action **1**

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000, 7000 | Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000, 7000 |

ANALYSIS

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

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

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

We've included courses at 9th and 12th grades that focus on A-G. We've also structured 3 student-led conferences throughout the year that focus on graduation and college planning. Students look over their transcripts and discuss with their advisors and families their progress toward graduation or their college plan if they are upper grade level students.

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

Overall, all of our students are aware of their graduation progress plan and A-G's. We use student-led conferences to ensure that. All of our advisors have 15-20 students and support their students with their quarterly conference.
With college counseling courses at 9th and 12th, advising every year from 6th grade on, and with a college preparatory program, we ensure all students have the option to go to college at graduation

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Phoenix Academy's Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into the following goals: **Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success & Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.**

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

| | |
|------------|--|
| Goal 13 | Students who are English learners will increase their mastery of the English language. |
|------------|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

| | 2015-2016 | 2016-2017 |
|--------------------|-------------------|-------------------|
| Advanced | 13% (9 students) | 15% (9 students) |
| Early Advanced | 48% (34 students) | 37% (23 students) |
| Intermediate | 32% (23 students) | 39% (24 students) |
| Early Intermediate | 6% (4 students) | 6% (4 students) |
| Beginning | 1% (1 student) | 3% (2 students) |
| Total Students | 71 students | 62 students |

ACTIONS / SERVICES

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

Action **1**

Actions/Services

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

ACTUAL

Lead teachers received PD in EL development at the Lead Teacher Retreat in June.

Expenditures

| | |
|---|---|
| <p>2. All English learners identified through the RTI process will receive additional academic support</p> | <p>All ELs were identified.</p> |
| <p>BUDGETED New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$20,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000, 5200</p> <p>Intervention \$20,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000</p> | <p>ESTIMATED ACTUAL New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention \$20,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000, 5200</p> <p>Intervention \$20,000</p> <p>Resource: 0000, 3010, 4035</p> <p>Object Codes: 1100, 3000</p> |

ANALYSIS

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

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

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

The number of students who were classified as English Learners decreased significantly, especially since the total population of students increased in this year, with the 6th graders moving to the secondary campus when they had been at the elementary campus. 17 of the students who were CELDT testing in 2016-2017 were 6th graders who would have been at the elementary campus.

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

Our programs have been effective in moving our students to Fluent English Proficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into *Goal 2: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.* which will show up in the expected annual measurable outcomes.

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

| | |
|------------|--|
| Goal 14 | Pupil expulsion will decrease by 10% school-wide |
|------------|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

| | 2015-2016 | 2016-2017 |
|------------|-----------|-----------|
| Expulsions | 2 | 1 |

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED | ACTUAL |
| | 1. If the % increases, a plan will be created. | The percentage has decreased, although the number of students has increased. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Principal \$10,000 | Principal \$10,000 |

Resource:
0000

Object Codes:
1300, 3000

Resource:
0000

Object Codes:
1300, 3000

ANALYSIS

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

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

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

We have changed our discipline policy to reflect less punitive consequences that could lend themselves to escalated consequences. As a result, we've seen a decrease in both expulsion and suspension numbers. Restructuring our administration team, bolstering response to intervention, strengthening our SPED supports with 3 Ed Specialists, and having a full time counselor and wellness coordinator have all played integral roles in supporting students across Tier 1, 2, and 3 needs.

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

100% effectiveness. We did not have any expulsions this year. The above supports have been integral in ensuring students are well supported and their needs are met academically and socio-emotionally, which has resulted in students in-class and on-task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into another goal: **Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions** a measurable outcome.

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

| | |
|------------|---|
| Goal 15 | Decrease number of suspensions of Hispanic students by 10% each year. |
|------------|---|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 10% or fewer students will miss school due to suspensions from previous year.
2. Students will feel safer at school.

ACTUAL

| | 2015-2016 | 2016-2017 |
|-------------|-----------|-----------|
| Suspensions | 12% | 8.2% |

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED If the rate of students suspended increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative justice.</p> | <p>ACTUAL Staff training on restorative practices to help staff learn how to deescalate situations.</p> |
| Expenditures | <p>BUDGETED Principal \$10,000 Resource:</p> | <p>ESTIMATED ACTUAL Principal \$10,000 Resource:</p> |

0000

Object Codes:
1300, 3000

0000

Object Codes:
1300, 3000

ANALYSIS

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

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

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

Restructuring our administration team, bolstering response to intervention, strengthening our SPED supports with 3 Ed Specialists, and having a full time counselor and wellness coordinator have all played integral roles in supporting students across Tier 1, 2, and 3 needs.

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

Overall, we have started the shift to restorative practices in order to decrease suspension rates. Because we are still in the beginning phases, we have not seen the dramatic decrease that we expect to see next school year. The above supports have been integral in ensuring students are well supported and their needs are met academically and socio-emotionally, which has resulted in students in-class and on-task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School’s greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year’s LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions a new goal for next year.

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

| | |
|--------------------|--|
| Goal 16 | Increase the percentage of students on track to graduation which includes 15 community college credits |
|--------------------|--|

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| | |
|--|---|
| <ol style="list-style-type: none"> 1. 50% of 9-12 students will visit a college campus. 2. Students in grades 9-12 will be more academically prepared for college by taking community college classes. 3. 55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier. | <p>All 6-12 students visited a college campus this year. This year we have had 3 college courses taught on our campus. Some juniors and seniors take community college courses at a local college.</p> |
|--|---|

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED</p> <ol style="list-style-type: none"> 1. Advisory teachers encouraged to plan field trips to universities 2. EPACS provides 4 on-site college courses through Canada College 3. On-track juniors and seniors provided with transportation to Canada College to complete college classes. | <p>ACTUAL</p> <p>All 6-12 students visited a college campus this year. This year we have had 3 college courses taught on our campus. Some juniors and seniors take community college courses at a local college.</p> <p>Our juniors took a college trip to Southern California during spring break to have exposure to other college options.</p> |
| Expenditures | <p>BUDGETED</p> <p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p> | <p>ESTIMATED ACTUAL</p> <p>Early College High School Program Field Trips \$30,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p> |

ANALYSIS

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

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

| | |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | <p>Our college counselor meets regularly with our students to ensure they know where they stand with hitting their goals of completing their college courses.</p> <p>Our college counselor has encouraged students to take classes at Canada College, and has coordinated transportation and paid for parking and books for students to ensure that socio-economic status did not impact college course completion.</p> |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | <p>This has been effective.</p> |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | <p>In addition, students also had college visit field trips to see universities and colleges.</p> |

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into *Goal 4: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success & Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.*

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

| | |
|------------|--|
| Goal 17 | Students will spend 3 hours more a week on computers writing or receiving individualized instruction |
|------------|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Enough devices to create an 3:1 ratio will be purchased.
2. Students will receive two more hours a week on computers writing or receiving individualized instruction

ACTUAL

All students have enough devices to create a 2:1 ratio. :1 device support. Students currently receive at least 32 hours per week on computers of individualized instruction in reading and math instruction.

ACTIONS / SERVICES

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

Action **1**

| | | | | |
|------------------|---|---------|---|--------|
| Action | 1 | | | |
| Actions/Services | <table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; color: #4f7942; font-weight: bold; font-size: 12pt;">PLANNED</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1. Technology purchasing 2. 120 additional student devices were purchased for additional access or replacement. 3. School will establish personalized learning program for math instruction using online adaptive software. </td> <td style="background-color: #d9ead3; color: #4f7942; font-weight: bold; font-size: 12pt;">ACTUAL</td> </tr> </table> | PLANNED | <ol style="list-style-type: none"> 1. Technology purchasing 2. 120 additional student devices were purchased for additional access or replacement. 3. School will establish personalized learning program for math instruction using online adaptive software. | ACTUAL |
| PLANNED | <ol style="list-style-type: none"> 1. Technology purchasing 2. 120 additional student devices were purchased for additional access or replacement. 3. School will establish personalized learning program for math instruction using online adaptive software. | ACTUAL | | |

| | |
|--|--|
| <p>4. Instructional Methods: School will establish class blogs or learning management software to publish/collect students' independent writing.</p> | |
|--|--|

Actions/Services

| | |
|---|---|
| <p>PLANNED</p> <p>5. Technology purchasing</p> <p>6. 120 additional student devices were purchased for additional access or replacement.</p> <p>7. School will establish personalized learning program for math instruction using online adaptive software.</p> <p>8. Instructional Methods: School will establish class blogs or learning management software to publish/collect students' independent writing.</p> | <p>ACTUAL</p> <p>We purchased additional computers to make sure that students have a class set of computers in every English and Science class. Teachers use these computers to supplement their instruction.</p> |
|---|---|

Expenditures

| | |
|---|---|
| <p>BUDGETED</p> <p>Technology Software IT Support \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 4400, 4310, 7000</p> | <p>ESTIMATED ACTUAL</p> <p>Technology Software IT Support \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 4400, 4310, 7000</p> |
|---|---|

ANALYSIS

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

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

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

Devices were purchased computers, a blended specialist was hired, and had teachers trained on the online curriculum available. programs were purchased and implemented.

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

This was effective. Students use the computers daily. The combination of actions and services were monumental in supporting implementation efforts successfully.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into *Goal 4: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success & Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.* This goal will be developed further as part of our Literacy plan.

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

| | |
|--------------------|--|
| Goal 18 | Teachers will be trained to implement the Next Generation Science Standards. |
|--------------------|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Students will receive science instruction aligned with the NGSS.
2. Teachers will be more effective science teachers.
3. Students will receive baseline scores on the Aspire internal science benchmarks.

ACTUAL

The school adopted Amplify for grades 6 – 8 which ensures all middle school students have NGSS aligned texts. In addition, we adopted a Biology text that is also NGSS aligned. All other high school science classes are taught by a veteran highly qualified teacher with deep experience in STEAM, NGSS, and PBL. We have ensured that texts in these high school classrooms have grade level appropriate complexity and rigor.

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|---------|--------|
| Actions/Services | PLANNED | ACTUAL |
| | | |

| | |
|---|---|
| <ol style="list-style-type: none"> 1. Professional Development – Teachers will be able to attend regional professional development about the NGSS 2. Curriculum Planning- Science teacher will support NGSS unit planning and provisioning for two grade levels. 3. Instructional Time- Sixth grade students will increase time spent in NGSS science class from 60 minutes weekly to 240 minutes weekly | <p>The school purchased site licenses, textbooks and additional materials including computer Chromebooks, graphing calculators, and hands-on science kits.</p> |
| <p>BUDGETED Teacher Training, Science Teaching, Principal \$25,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p> | <p>ESTIMATED ACTUAL Teacher Training, Science Teaching, Principal \$25,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p> |

Expenditures

ANALYSIS

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

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

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

The school focused its implementation on the middle school and Biology as the region continued the NGSS curriculum review for Physics and delayed offering Chemistry until our teachers could invest time in training on the new NGSS adopted Chemistry materials. In the middle school and in Biology, the school fully invested in purchasing both the curriculum and the additional materials needed for fully implementation and to meet our articulated goal.

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

This has been effective in preparing our teachers to teach the NGSS standards in a rigorous way.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire East Palo Alto Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 18 to 4. Part of this continuous improvement includes merging this existing goal into new *Goal 1: Deepen our goal of deepening our standards knowledge and implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success* Under the new actions and services for 2017-2018, leaders will build the capacity of leaders and teachers in NGSS including creating a plan to roll out a NGSS aligned STEAM career pathway in our High School science department.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

East Palo Alto Charter School conducts three major surveys during the school year – a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, safety at school, engagement and participation

Additionally, the following meetings were held to inform the planning process for this LCAP/Annual Review and Analysis:

Parent Advisory Committee/School Site Council meeting held March 22, 2017
English Language Advisory Council meeting held March 20, 2017
School site Combined Leadership Team meetings held April 10 and April 19, 2017
Certificated Teammate meeting held March 24, 2017; April 10, 2017 and May 12, 2017
Classified Teammate meeting held April 10, 2017
Student Group meeting (secondary) held March 20, 2017
LCAP Regional Leadership Meetings (4- Jan, Feb, Mar, Apr 2017)
Total LCAP meetings: 13

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were:

Families-Students who are struggling should receive more teacher and support staff help

This feedback was incorporated into Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

Students- The school should invest in more programs and field trips to increase joy and choice and help students make wise choices about college and career decisions

This feedback was included in Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

Teammates- Invest in RTI teachers and supports to balance the need to address foundation skills AND grade level standard so that we accelerate student outcomes for all students

This feedback was included in Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

And Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Increase by 5% of students on ELA SBAC Meeting/Exceeding | 41% of students meeting/exceeding on ELA SBAC | <u>46</u> % of students Meeting/Exceeding on ELA SBAC | <u>51</u> % of students Meeting/Exceeding on ELA SBAC | <u>56</u> % of students Meeting/Exceeding on ELA SBAC |
| Increase by 5% of students on Math SBAC Meeting/Exceeding | 39% of students meeting/exceeding on Math SBAC | 44% of students Meeting/Exceeding on Math SBAC | 49% of students Meeting/Exceeding on Math SBAC | 54% of students Meeting/Exceeding on Math SBAC |
| Increase by 5% of scholars Meeting/Exceeding | 19% | 24% of scholars meeting/exceeding grade level Lexile band | 29% of scholars meeting/exceeding grade level Lexile band | 34% of scholars meeting/exceeding grade level Lexile band |

| | | | | |
|---|--|--|--|--|
| Grade Level Lexile Band | | | | |
| Implementation of state standards: % of classrooms demonstrating partial or full alignment to standards on Leadership Walks | 72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations | Increase 8% | Increase 5% | Increase 5% |
| Sufficient instructional materials | Math: College Preparatory Math/Eureka Math ELA: Study Sync Science: Amplify Social Studies: CMO or Teacher Created Materials Visual Arts: CMO or Teacher Created Materials | Math: College Preparatory Math/Eureka Math ELA: Study Sync Science: Amplify Social Studies: CMO or Teacher Created Materials Visual Arts: CMO or Teacher Created Materials | Math: College Preparatory Math/Eureka Math ELA: Study Sync Science: Amplify Social Studies: CMO or Teacher Created Materials Visual Arts: CMO or Teacher Created Materials | Math: College Preparatory Math/Eureka Math ELA: Study Sync Science: Amplify Social Studies: CMO or Teacher Created Materials Visual Arts: CMO or Teacher Created Materials |
| Teacher credentials for core subjects | Look up on SARC | Increase 5% | Increase 5% | Increase 5% |
| Science | 90% of students will participate in CST Science tests in 8 th and 10 th grade | 90% of students in assigned grade level will participate in new pilot CA Science Test (CAST) | 90% of students in assigned grade level will participate in field test CAST test | 90% of students in assigned grade level will participate in operational CAST AND 50% of those students will meet/exceed grade level |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|--|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Implement Aspire-wide TK-5 math program
- Implement region-wide TK-2 Foundational Skills program
- Intensively support teachers in their first year with classroom management
- Build capacity of leaders and teachers in NGSS
- Introduce new AIR rubric and implement process
- 6-12 ELA Curricula
- K-5 curricula (close reading + workshop)
- 6-8 Amplify Science
- 6-12 Academic Literacy Block
- K-12 LLI including SPED

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

- Pilot culturally responsive teaching practices in new AIR rubric
- Aspire-wide IP roll out TBD

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | 2017-18 | 2018-19 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|---------|--------------------------------|---|----------------------------|---|--------------------------------------|---|-----------------------|---|---------------|---|---------------------|---|------------------------|--|------------------|-----------|--|--|-----------|-----------|--|--------|-----------|
| Amount | <table border="1"> <tr><td>1</td><td>\$3,048,000</td></tr> <tr><td>2</td><td>\$270,000</td></tr> <tr><td>3</td><td>\$350,000</td></tr> <tr><td>4</td><td>\$216,000</td></tr> <tr><td>5</td><td>\$59,000</td></tr> <tr><td>6</td><td>\$270,000</td></tr> <tr><td>7</td><td>\$60,000</td></tr> <tr><td>8</td><td>\$20,000</td></tr> <tr><td>9</td><td>\$5,000</td></tr> </table> | 1 | \$3,048,000 | 2 | \$270,000 | 3 | \$350,000 | 4 | \$216,000 | 5 | \$59,000 | 6 | \$270,000 | 7 | \$60,000 | 8 | \$20,000 | 9 | \$5,000 | <table border="1"> <tr><td>Amount</td><td>Unchanged</td></tr> </table> | Amount | Unchanged | <table border="1"> <tr><td>Amount</td><td>Unchanged</td></tr> </table> | Amount | Unchanged |
| 1 | \$3,048,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | \$270,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | \$350,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | \$216,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | \$59,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | \$270,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | \$60,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | \$20,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | \$5,000 | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |
| Amount | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |
| Source | <table border="1"> <tr><td>1</td><td>LCFF</td></tr> <tr><td>2</td><td>LCFF</td></tr> <tr><td>3</td><td>LCFF</td></tr> <tr><td>4</td><td>LCFF & Title I</td></tr> <tr><td>5</td><td>Title II</td></tr> <tr><td>6</td><td>LCFF</td></tr> <tr><td>7</td><td>LCFF</td></tr> <tr><td>8</td><td>LCFF</td></tr> <tr><td>9</td><td>LCFF</td></tr> </table> | 1 | LCFF | 2 | LCFF | 3 | LCFF | 4 | LCFF & Title I | 5 | Title II | 6 | LCFF | 7 | LCFF | 8 | LCFF | 9 | LCFF | <table border="1"> <tr><td>Source</td><td>Unchanged</td></tr> </table> | Source | Unchanged | <table border="1"> <tr><td>Source</td><td>Unchanged</td></tr> </table> | Source | Unchanged |
| 1 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | LCFF & Title I | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Title II | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | LCFF | | | | | | | | | | | | | | | | | | | | | | | | |
| Source | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |
| Source | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |
| Budget Reference | <table border="1"> <tr><td>1</td><td>Sal + Benefits - Core Teachers</td></tr> <tr><td>2</td><td>Sal + Benefits - Principal</td></tr> <tr><td>3</td><td>Sal + Benefits - Assistant Principal</td></tr> <tr><td>4</td><td>Sal + Benefits - Dean</td></tr> <tr><td>5</td><td>Lead Stipends</td></tr> <tr><td>6</td><td>Books and Materials</td></tr> <tr><td>7</td><td>Travel and Conferences</td></tr> </table> | 1 | Sal + Benefits - Core Teachers | 2 | Sal + Benefits - Principal | 3 | Sal + Benefits - Assistant Principal | 4 | Sal + Benefits - Dean | 5 | Lead Stipends | 6 | Books and Materials | 7 | Travel and Conferences | <table border="1"> <tr><td>Budget Reference</td><td>Unchanged</td></tr> </table> | Budget Reference | Unchanged | <table border="1"> <tr><td>Budget Reference</td><td>Unchanged</td></tr> </table> | Budget Reference | Unchanged | | | | |
| 1 | Sal + Benefits - Core Teachers | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Sal + Benefits - Principal | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Sal + Benefits - Assistant Principal | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Sal + Benefits - Dean | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Lead Stipends | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Books and Materials | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Travel and Conferences | | | | | | | | | | | | | | | | | | | | | | | | |
| Budget Reference | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |
| Budget Reference | Unchanged | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|-----------|
| 8 | Computers |
| 9 | Furniture |



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

New
 Modified
 Unchanged

Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | FRL: TBD EL:TBD SPED:TBD | Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups |
| Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | FRL: TBD EL:TBD SPED: TBD | Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups | Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups |
| Increase 7% of students progressing in proficiency bands on CELDT | K-5: 2015-2016: 52% of ELs are meeting annual growth expectations | Increase 7% of students of students progressing in proficiency bands on CELDT | Increase 7% of students of students progressing in proficiency bands on CELDT | Increase 7% of students of students progressing in proficiency bands on CELDT |

| | | | | |
|---|---|---|---|---|
| | 6-12: 64% of students are progressing in proficiency bands on CELDT | | | |
| Increase 7% of students reclassified as Fluent English Proficient | 27% of English learners are acquiring English proficiency | 34% of English learners are acquiring English proficiency | 41% of English learners are acquiring English proficiency | 48% of English learners are acquiring English proficiency |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

- Region-wide roll-out of EL support

2019-20

New Modified Unchanged

maintained

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

| | |
|----|------------------|
| 1 | Duplicate Goal 1 |
| 2 | \$315,000 |
| 3 | Duplicate Goal 1 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | \$80,000 |
| 7 | \$260,000 |
| 8 | \$915,000 |
| 9 | Duplicate Goal 1 |
| 10 | \$36,000 |
| 11 | \$49,000 |
| 12 | \$85,000 |

Amount

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Amount

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Source

| | |
|----|----------------------------|
| 1 | Duplicate Goal 1 |
| 2 | LCFF, Title I & III |
| 3 | Duplicate Goal 1 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | Private Donations |
| 7 | ASES |
| 8 | LCFF/Sped |
| 9 | Duplicate Goal 1 |
| 10 | LCFF |
| 11 | LCFF and Private Donations |
| 12 | LCFF and Private Donations |

Source

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Source

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Budget Reference

| | |
|---|--|
| 1 | Sal + Benefits - Core Teachers |
| 2 | Sal + Benefits - Intervention Specialist |
| 3 | Sal + Benefits - Assistant Principal |
| 4 | Sal + Benefits - Dean |
| 5 | Sal + Benefits - Coach of Instruction |
| 6 | Sal + Benefits - Blended Learning staff |
| 7 | Sal + Benefits - After School Staff |
| 8 | Sal + Benefits - Sped Staff |
| 9 | Books and Materials |

Budget Reference

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Budget Reference

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

| | |
|----|-----------------------------|
| 10 | Software |
| 11 | Educational Consultants |
| 12 | Other Professional Services |



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

New
 Modified
 Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--------------------------|---|---|---|
| All subgroups will achieve and maintain a 95% or above attendance rate | 95% | 95% or above | 95% or above | 95% or above |
| Decrease suspension rate by 25% or maintain 1% or lower | 4.1% | Decrease suspension rate by 25% or maintain 1% or lower | Decrease suspension rate by 25% or maintain 1% or lower | Decrease suspension rate by 25% or maintain 1% or lower |
| Decrease chronic absenteeism rate by 25% from baseline data | K-5: 2.5% 6-12: 14.4% | Decrease chronic absenteeism rate by 25% from baseline data | Decrease chronic absenteeism rate by 25% from previous year | Decrease chronic absenteeism rate by 25% from previous year |
| Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey | Data coming soon | Maintain 90% or higher | Maintain 90% or higher | Maintain 90% or higher |
| Maintain a 90% or higher rate of parents feeling safe and | Data coming soon | Maintain 90% or higher | Maintain 90% or higher | Maintain 90% or higher |

| | | | | |
|---|------|--------------------------------|--------------------------------|--------------------------------|
| welcomed at school per Aspire's Family Survey | | | | |
| School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better | Good | Maintain Fair status or better | Maintain Fair status or better | Maintain Fair status or better |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|--|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

OR

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

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

- Ensure ongoing facilities maintenance and planning

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

| | |
|----|------------------|
| 1 | Duplicate Goal 1 |
| 2 | \$495,000 |
| 3 | Duplicate Goal 2 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | \$175,000 |
| 7 | \$655,000 |
| 8 | Duplicate Goal 2 |
| 9 | Duplicate Goal 1 |
| 10 | Duplicate Goal 1 |
| 11 | Duplicate Goal 2 |
| 12 | Duplicate Goal 2 |
| 13 | \$10,000 |
| 14 | \$40,000 |
| 15 | \$100,000 |

Amount

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Amount

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Source

| | |
|----|-------------------|
| 1 | Duplicate Goal 1 |
| 2 | LCFF |
| 3 | Duplicate Goal 2 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | Title I & III |
| 7 | LCFF |
| 8 | Duplicate Goal 2 |
| 9 | Duplicate Goal 1 |
| 10 | Duplicate Goal 1 |
| 11 | Duplicate Goal 2 |
| 12 | Duplicate Goal 2 |
| 13 | Private Donations |

Source

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Source

| | |
|-----------|--|
| Unchanged | |
|-----------|--|

Budget
Reference

| | |
|----|---|
| 14 | LCFF |
| 15 | LCFF |
| 1 | Sal + Benefits - Core Teachers |
| 2 | Sal + Benefits - Specials Teachers |
| 3 | Sal + Benefits - Blended Learning staff |
| 4 | Sal + Benefits - Assistant Principal |
| 5 | Sal + Benefits - Dean |
| 6 | Sal + Benefits - Counselors |
| 7 | Sal + Benefits - School Operation Staff |
| 8 | Sal + Benefits - After School Staff |
| 9 | Books & Materials |
| 10 | Travel and Conferences |
| 11 | Software |
| 12 | Educational Consultants |
| 13 | Early College High School |
| 14 | Repairs and Maintenance |
| 15 | Facility Contractors |

Budget
Reference

| |
|-----------|
| Unchanged |
|-----------|

Budget
Reference

| |
|-----------|
| Unchanged |
|-----------|

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

New
 Modified
 Unchanged

Goal 4

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

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|-------------|------------------------|------------------------|------------------------|
| % of students meeting a-g requirements | 100% | Maintain 95% or higher | Maintain 95% or higher | Maintain 95% or higher |
| % of students graduating high school | 56% | Maintain 95% or higher | Maintain 95% or higher | Maintain 95% or higher |
| % of students scoring proficient or above on ACT Composite | 9% Bay Area | Increase 5% | Increase 5% | Increase 5% |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____ |

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| | | |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> Implement College Knowledge course in Grade 9 Implement a MATCH approach to college counseling | Expand College Knowledge course to additional grades | |

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|--------|--|--------|-----------|--------|-----------|
| Amount | 1 Duplicate Goal 1 2 Duplicate Goal 3 | Amount | Unchanged | Amount | Unchanged |
|--------|--|--------|-----------|--------|-----------|

| | |
|----|------------------|
| 3 | Duplicate Goal 1 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | Duplicate Goal 2 |
| 7 | Duplicate Goal 2 |
| 8 | Duplicate Goal 3 |
| 9 | Duplicate Goal 3 |
| 10 | Duplicate Goal 1 |
| 11 | Duplicate Goal 2 |
| 12 | Duplicate Goal 1 |
| 13 | \$39,000 |

| | |
|--|--|
| | |
|--|--|

| | |
|--|--|
| | |
|--|--|

Source

| | |
|----|-------------------|
| 1 | Duplicate Goal 1 |
| 2 | Duplicate Goal 3 |
| 3 | Duplicate Goal 1 |
| 4 | Duplicate Goal 1 |
| 5 | Duplicate Goal 1 |
| 6 | Duplicate Goal 2 |
| 7 | Duplicate Goal 2 |
| 8 | Duplicate Goal 3 |
| 9 | Duplicate Goal 3 |
| 10 | Duplicate Goal 1 |
| 11 | Duplicate Goal 2 |
| 12 | Duplicate Goal 1 |
| 13 | Private Donations |

Source

| | |
|--|-----------|
| | Unchanged |
|--|-----------|

Source

| | |
|--|-----------|
| | Unchanged |
|--|-----------|

Budget Reference

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

Budget Reference

| | |
|--|-----------|
| | Unchanged |
|--|-----------|

Budget Reference

| | |
|--|-----------|
| | Unchanged |
|--|-----------|

| | |
|----|------------|
| 12 | Computers |
| 13 | Field Trip |



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,867,836

Percentage to Increase or Improve Services:

26 %

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

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

In the 2017-2018 school year, \$1,867,836 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting assistant principals, deans, intervention specialists, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 26%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?