



**Aspire Capitol Heights Academy**

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

Original Charter Approved by Sacramento City Unified School District  
July 21, 2003

Charter Renewal Approved by Sacramento City Unified School District  
November 1, 2012

Renewal submitted to Sacramento City Unified School District on January 19, 2018

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## Aspire Capitol Heights Academy Charter: Assurances

Aspire Captiol Heights Academy (“the Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School (also referred to herein as CHA and “Charter School”) 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. No person shall be subjected to discrimination 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. (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).)
7. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, except for existing pupils of the charter school. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate throwth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

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

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

January 19, 2018

\_\_\_\_\_  
Lane Weiss    DATE  
Superintendent, Aspire Public Schools Central Valley

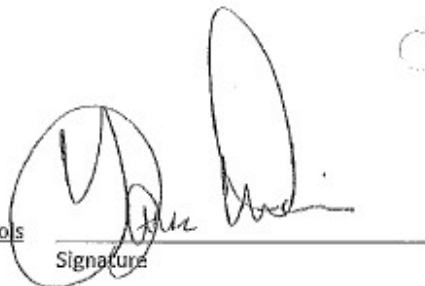


# PETITIONER REQUIREMENT CHECKLIST

## Requirements Prior to Petition Submission Checklist

- ✓ Charter Department meeting
  - At least 30 days prior to petition submission.
  
- ✓ Letter of Petition Intent - signed
  - Due at a Board meeting during Public Comment at least 1 week before petition submission.
    - 8 copies for Board members
    - 1 copy for Superintendent
    - 1 copy for Charter Department (Email the day before Public Comment)
  
- ✓ Petitioner Assurances and Disclosures - signed
  - Due at a Board meeting during Public Comment at least 1 week before petition submission.
    - 8 copies for Board members
    - 1 copy for Superintendent
    - 1 copy for Charter Department (Email the day before Public Comment)

Lane Weiss, Central Valley Area  
Superintendent, Aspire Public Schools  
 Name



Signature

11/2/17  
 Date

Aspire Capitol Heights Academy  
 Charter School Name

## LETTER OF PETITION INTENT

### Letter of Petition Intent

To: Sacramento City Unified School District Board of Education

From: Lane Weiss, Central Valley Area Superintendent, Aspire Public Schools

Date: November 16, 2017

It is the intent of Aspire Capitol Heights Academy to submit a renewal charter petition on January 19, 2018. The current charter petition expires on June 30, 2018.

Aspire Capitol Heights Academy seeks to be renewed as a classroom based charter school serving grades K-5 with an anticipated year one enrollment of 282 students and an anticipated year five enrollment of 322 students.

Aspire Capitol Heights Academy seeks to be located at its current address at 2520 33rd Street, Sacramento, CA 95817 on non-district owned property.

Aspire Capitol Heights Academy is operated by a 501 (c) (3) non-profit organization Aspire Public Schools that seeks to be direct funded.

It is the intention of Aspire Capitol Heights Academy to utilize El Dorado County Office of Education (EDCOE) Charter SELPA for Special Education services.

Aspire Capitol Heights Academy is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,



Lane Weiss, Central Valley Area Superintendent, Aspire Public Schools


cc: Charter Department

## PETITIONER ASSURANCES AND DISCLOSURES

### Petitioner Assurances and Disclosures

- Yes  No      Petitioner has read and understands the Petitioner Requirements as available on the District's website.
- Yes  No      Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.
- Yes  No      Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.
- Yes  No      Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.
- Yes  No      Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.
- Yes  No      Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.
- Yes  No      Petitioner understands that petition approval is contingent upon signed MOUs within 30 days of Board Action (Independents only).
- Yes  No      Petitioner will operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.
- Yes  No      Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)
- Yes  No      Petitioner will follow the Petition Submission Requirements.
- Yes  No      Petitioner is submitting a signed Letter of Petition Intent with this form.

Lane Weiss, Central Valley Area  
Superintendent, Aspire Public Schools  
 Name

  
 Signature

11/9/17  
 Date

Aspire Capitol Heights Academy  
 Charter School Name

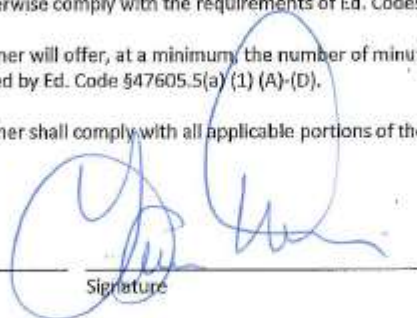
## ASSURANCES-GENERAL

### Assurances-General

- Yes \_\_\_ No Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)]
- Yes \_\_\_ No Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(C)]
- Yes \_\_\_ No Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No Petitioner will not charge tuition. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)]
- Yes \_\_\_ No Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)]
- Yes \_\_\_ No Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Yes \_\_\_ No Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Yes \_\_\_ No Petitioner will ensure that teachers in the 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 allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l)]
- Yes \_\_\_ No Petitioner will at all times maintain all necessary and appropriate insurance coverage.
- Yes \_\_\_ No Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Yes \_\_\_ No Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)]
- Yes \_\_\_ No Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health information. [Ed. Code §47605(d)(3)]

- Yes \_\_\_ No Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Yes \_\_\_ No Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Yes \_\_\_ No Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)]
- Yes \_\_\_ No Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days.
- Yes \_\_\_ No Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)]
- Yes \_\_\_ No Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property.
- Yes \_\_\_ No Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)]
- Yes \_\_\_ No Petitioner will require the Charter School Board to comply with the provisions of the Brown Act.
- Yes \_\_\_ No Petitioner will comply with the provisions of the California Public Records Act.
- Yes \_\_\_ No Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1.
- Yes \_\_\_ No Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D).
- Yes \_\_\_ No Petitioner shall comply with all applicable portions of the Every Student Succeeds Act.

LAVE WEISS  
Name

  
Signature

9.22.17  
Date

Aspire Capitol Heights Academy  
Charter School Name

## ASSURANCES-HEALTH

### Assurances-Health and Safety

- Yes \_\_\_ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- Yes \_\_\_ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- Yes \_\_\_ No Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
- Yes \_\_\_ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- Yes \_\_\_ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- Yes \_\_\_ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- Yes \_\_\_ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- Yes \_\_\_ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- Yes \_\_\_ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
  - Student wellness
  - Food service
  - Campus supervision
  - Field trip supervision
  - Screening of volunteers
- Yes \_\_\_ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- Yes \_\_\_ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

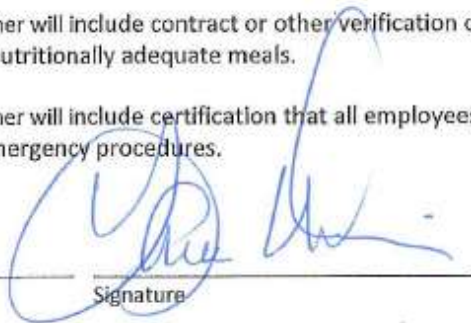
Yes  No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

Yes  No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

LANE WEISS  
Name

  
Signature

9.22.17  
Date

Aspire Capitol Heights Academy  
Charter School Name

## **INTRODUCTION**

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Capitol Heights Academy (“The Charter School”).

### **THE CHARTER SCHOOL’S VISION STATEMENT**

The Charter School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The Charter School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities.

### **THE CHARTER SCHOOL’S MISSION STATEMENT**

The Charter School’s vision is to ensure that students are prepared for college and for the 21<sup>st</sup> Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

### **HISTORY/BACKGROUND**

Aspire Public Schools 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 Public Schools 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 Public Schools’ 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

### **ORIGINAL CHARTER DATE AND ALL RENEWAL DATES**

The Charter School has been chartered in the Sacramento City Unified School District (“District”) under the auspices of Aspire Public Schools since the District approved the Charter School’s charter (“charter”) on July 21, 2003 for a term of five (5) years, beginning on July 21, 2003 and expiring on June 30, 2008. The District renewed the Charter School’s charter on March 27, 2008 for a term of five years, beginning on July 1, 2008 and expiring June 30, 2013. The District once again renewed the Charter School’s charter on November 1, 2012, for a term of five years. The current term of the charter begins on July 1, 2013 and expires on June 30, 2018.

### **FOUNDERS/LEADERSHIP TEAM/KEY SUPPORTERS**

#### **Don Shalvey, Founder**

Donald Shalvey, Deputy Director for the Bill and Melinda Gates Foundation’s US Program Education Initiative, leads grant making for states, districts and networks throughout the United States. Prior to joining the foundation, Donald was the Founder and Chief Executive Officer of Aspire Public Schools and has spent the past 40 years in public education where he is widely recognized as a leader in public school reform and the charter school movement. In 1992,



Donald served as the Superintendent of San Carlos School District, where he sponsored the first charter school in California. The San Carlos Charter Learning Center became a California Distinguished School and has since served as a model for many other charter schools. In 1998, Donald and entrepreneur Reed Hastings, co-founded Californians for Public School Excellence, a grass-roots organization that led to the passage of the Charter Schools Act of 1998, which lifted the cap on the number of charter schools in the state. Donald is a frequent Advisor to policy makers, practitioners and authorizers of charter schools across the nation. Donald served as the Chair of the California Commission for Special Education; he is also a Board Member on a number of not-for-profit organizations including: Jobs for the Future (JFF), Ed Source, and the Stanford University School of Education and College Summit. Recently, Don was given the James Irvine Foundation Leadership Award for advancing the quality of life for Californians and in June 2009, he was elected to the Charter School Hall of Fame by the National Alliance for Public Charter Schools. Donald earned a Doctorate of Education in Educational Leadership / Administration from the University of Southern California, a Master of Education in Counseling and Guidance from Gonzaga University and a B.A. degree from LaSalle College.

### **Reed Hastings, Founder**

Reed Hastings co-founded Netflix in 1997. In 1991, Reed founded Pure Software, which made tools for software developers. After a 1995 IPO, and several acquisitions, Pure was acquired by Rational Software in 1997. Reed is an active educational philanthropist and served on the California State Board of Education from 2000 to 2004. He co-founded Aspire Public Schools with Donal Shalvey. He is currently on the board of several educational organizations including CCSA, DreamBox Learning, KIPP, Pahara, and the Hispanic Foundation of Silicon Valley. Reed is also a board member of Facebook, and was on the board of Microsoft from 2007 to 2012. Reed received a BA from Bowdoin College in 1983, and an MSCS in Artificial Intelligence from Stanford University in 1988. Between Bowdoin and Stanford, Reed served in the Peace Corps as a high school math teacher in Swaziland. Reed is married with two children.

### **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.

### **Mala Batra, Chief of Staff**

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions. Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

### **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.

### **Dr. Stephan “Steph” Sanders**

Dr. Stephan Sanders was born and raised in Dayton, Ohio. Adopted at the age of 7 he was thrust into a mantra of hard work, several new educational opportunities, and a well-rounded diet of sports, music, dance, and academic rigors. Stephan has had several careers in his young life from professional baseball, the US Army, and as an Executive in Corporate America, until he found his mission, passion, and life's calling in Educational Leadership. He was told by his parents, “to either be a part of the solution or part of the problem” when looking at the ills of the world. He pledges, “my professional life's mission to close the Achievement Gap one school at a time”, and then on to a macro-level as he works to change policy, structures, strategies, and outcomes for the under-served/under-promised populations of African American and Hispanic/Latino Students. Steph comes to Aspire from St. Hope Public Schools, where he was a middle school teacher who managed his school's RTI Program. Steph was then at Sacramento City Unified School District, where he was an elementary school teacher. Steph has led Aspire Capitol Heights Academy since June of 2014. He holds a bachelor's, a master's in education, a master's in business administration, dual credentials in K-6 and Special Education, and a doctorate in education from California State University – Sacramento.

### **HIGHLIGHTS AND ACCOMPLISHMENTS**

The Charter School is the light of hope for the Oak Park community located in Sacramento California. This K-5 elementary school has won the California Distinguished School Award in 2012-13. The Charter School's students have been extremely successful at the local

area middle schools and award winning students at the local high schools, such at Sacramento High Charter.

The Charter School emphasizes “College for Certain” and works with all students to prepare for college, develop a thirst for knowledge and to be persistent with a growth mindset and strong academic skills. This balance of academic goal setting and personal support has resulted in excellent persistence rates and strong achievement in K-2 STAR Reading scores, fact fluency scores, and Writing Proficiency Scores.

The Charter School has done a financial analysis and projections that support continued operation of a TK-5 school in the District on a financially sound basis.

#### **PROGRAMS, CURRICULUM, AND INSTRUCTIONAL PRACTICES THAT DEFINE THE CHARTER SCHOOL**

The school’s focus on drastic Reading improvement has spilled over into the community as the school’s leadership has created *The Men Who Read Mentor Program*, the *CHA Pearls* girls’ self-efficacy and girls’ mentorship program, as well as the Community Fundraiser, *The Fun Run*.

The Charter School is working hard to be an example of how to close the Achievement Gap and implement new and innovative programs in order to bring equity to a previously underserved student population. These include STEAM curriculum and programs, an NGSS dedicated Science Teacher/Program, 1 to 1 computer to student chrome book technology, and Blended Learning in both ELA and Math. There is a laser focus on drastically increasing academic success for all students, increasing parent engagement, and teaching scholars SEL so they are better equipped to cope with trauma.

Currently the The Charter School’s culture and climate is flourishing as the community is being brought together for Community Resource Fairs, school celebrations, multi-cultural celebrations, Family Lunch Days, PTC Meetings, Saturday Schools, volunteer days to serve the homeless, coat drives, shoe drives, and much, much more. The Charter School is part of a thriving community that is full of resilient scholars and families.

#### **SCHOOL LOCATION**

The Charter School is located at 2520 33rd Street, Sacramento, California, 95817 where it leases the facility from the Roman Catholic Bishop of Sacramento, where operations are conducted.

## NUMBER OF STUDENTS AND GRADES SERVED

<b>Grade</b>	<b>Enrollment</b>
K	48
1st	48
2nd	52
3rd	48
4th	52
5th	60
<b>Total</b>	<b>308</b>

The Charter School’s present charter term is set to expire on June 30, 2018. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) as it has demonstrated 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 demonstrated that its performance is at least equal to the academic performance of nearby public schools and exceeds that of the district in serving certain subgroups. The Charter School is 58% African-American and 85% of the student body qualifies for free or reduced priced meals.

<b>Metric</b>	<b>Population</b>	<b>Aspire Capitol Heights</b>	<b>David Lubin</b>	<b>Bret Harte</b>	<b>SCUSD 3<sup>rd</sup>-5<sup>th</sup> grades</b>
% Standard Met/Exceeded 2016-17 SBAC ELA	African-American	18%	13.52%	14.28%	16.11%
% Standard Met/Exceeded 2016-17 SBAC Math	African-American	16%	10.82%	9.52%	14.03%

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

The Charter Schools Act of 1992 states that:

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

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

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

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

## Executive Summary

### Overview of the Petition

#### KEY POINTS IN THE PETITION

The Charter School plays an important role in its neighborhood. The school serves a predominantly African-American population, and our students are performing higher on state tests than African-American students in similar grades in the Sacramento City Unified School District, and higher than the African-American students at nearby public schools serving similar grades. As part of a larger, established charter management organization, Aspire Capitol Heights Academy can leverage the talent and expertise of regions and headquarters (The Home Office) in order for The Charter School to meet its goals and to best serve its students.

#### HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION YEARS

The Charter School has demonstrated that its performance is at least equal to the academic performance of nearby public schools and exceeds that of the district in serving certain subgroups.

Metric	Population	Aspire Capitol Heights	David Lubin	Bret Harte	SCUSD 3 <sup>rd</sup> -5 <sup>th</sup> grades
% Standard Met/Exceeded 2016-17 SBAC ELA	African-American	18%	13.52%	14.28%	16.11%
% Standard Met/Exceeded 2016-17 SBAC Math	African-American	16%	10.82%	9.52%	14.03%

Additionally, The Charter School has made great efforts to implement restorative justice practices at its school, which has resulted in a significant decline in suspensions across all subgroups. This means that less of The Charter School's students are missing instructional time due to suspensions.

#### ACADEMIC PLANS FOR THE FUTURE

The Charter School's academic plans are detailed in the Local Control and Accountability Plan (LCAP). The Charter School has goals to improve its English-Language Arts Smarter Balanced Assessment Consortium scores (ELA SBAC), its Mathematics SBAC scores, its English Language Proficiency Assessments for California (ELPAC) progress and its Reclassified Fluent English Proficient (RFEP) rates.

#### FINANCIAL PLANS FOR THE FUTURE

The Charter School will continue to ensure that it remains in solid financial standing. The Charter School is aware of the increasing STRS and PERS employer contributions, and has built those increases into its multi-year financial projections. In order to ensure financial solvency in

the future, the Charter School is incorporating various scenarios in its long-term budget planning as related to different possible changes that could occur to The Local Control Funding Formula.

#### **GOVERNANCE PLANS FOR THE FUTURE**

Aspire Public Schools 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. Aspire Public Schools will continue to recruit a diverse board. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. 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 Public Schools takes a conscientious approach to recruiting and selecting new Board members. Aspire Public Schools' 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 Public Schools' growth and success.

#### **OVERALL PLANS FOR THE FUTURE**

All Aspire schools, including The Charter School, have adopted an aggressive plan called *Aspire Forward*. This plan includes the following initiatives:

- Equity
- College Readiness
- Post-Secondary Success
- Talent
- Growth
- Organizational Support

The Charter School will continue to implement high-quality curricula, while also focusing on the overall needs of its students through socio-emotional learning practices. The Charter School will continue to hold an important role in its neighborhood through engaging families in school activities, and being an important part of The Charter School's neighborhood.



## Charter Goals

The Charter School set forth in its previous petition the goal of achieving 95% average daily attendance. The Charter School had several goals around California Standards Tests (CST) achievement in its previous charter, however, those goals were nullified with the retirement of the CST.

Goals from the 2012-2017 charter included performance on internal assessments. The results of the internal assessments are below.

Assessment	Proficiency Level	Percentage 12 - 13 SY	Percentage 13 - 14 SY	Percentage 14 - 15 SY	Percentage 15 - 16 SY	Percentage 16 - 17 SY
DRA_ELA	1	15.28	14.29	21.33	23.59	21.49
	2	27.43	34.35	34.67	30.49	36.3
	3	19.44	24.29	17.67	28.46	20
	4	37.85	26.87	26.33	23.58	22.22
MBSA-Math	0	66.67	76.67	36.17	96.08	89.8
	1	33.33	23.33	63.83	3.92	10.2
Writing Snapshot	1	14.64	5.88	10.14	14.18	Not administered
	2	36.79	18.18	35.67	36.17	Not administered
	3	36.43	32.22	39.86	41.13	Not administered
	4	12.14	41.71	14.53	8.51	Not administered

One of Aspire Capitol Heights Academy's greatest areas of progress has been the significant decrease in Suspension Rates, especially for African American males and Latino males. The Charter School was able to achieve this progress through a concentrated effort to use Restorative Practices, train teachers in Tier 1 and Tier 2 behavior response practices, implementation of PBIS, and the introduction of Second Step Curriculum (social skills). In addition to maintaining these practices, The Charter School will continue to offer families restorative meetings and to continue required classroom re-entry meetings between teachers and scholars.

Metric	Percentage 12 - 13 SY	Percentage 13 - 14 SY	Percentage 14 - 15 SY	Percentage 15 - 16 SY	Percentage 16 - 17 SY
Suspension Rate	13.3	13.4	10.9	6.2	7
Expulsion Rate	0	0	0	0	0
ADA	95.6	96.2	95.3	95.7	94.4

**Goal 1**

The Charter School's first goal will be measured by results of the Mathematics Smarter Balanced Assessment Consortium (Math SBAC) and is aligned to our Local Control Accountability Plan (LCAP). The school's overall results for all student groups for the 16-17 SY was that 15% of The Charter School's students met or exceeded Math SBAC outcomes. The Charter School's Math SBAC goal is to increase the number of students that meet or exceed Math SBAC outcomes by 5% per year through the term of the petition.

**Goal 2**

The Charter School's second goal will be measured by results of the English-Language Arts Smarter Balanced Assessment Consortium (ELA SBAC) and is aligned to our Local Control Accountability Plan (LCAP). The school's overall results for all student groups for the 16-17 SY was that 18% of The Charter School's students met or exceeded ELA SBAC outcomes. The Charter School's ELA SBAC goal is to increase the number of students that meet or exceed ELA SBAC outcomes by 5% per year through the term of the petition.

**Goal 3**

The Charter School's third goal will be measured by the Charter School's suspension and expulsion rates. The Charter School has worked hard to achieve a 0% expulsion rate. The Charter School's goal is to maintain a 0% expulsion rate. In the 16-17 SY, the Charter School's Suspension rate was 7.0%. The goal is to reduce the suspension rate by 1% through the term of the petition.

**Goal 4**

The Charter School's fourth goal is to address chronic absenteeism. This is measurable by the chronic absenteeism rate. In the 16-17 SY, The Charter School had a chronic absenteeism rate of 17.4%. Each year, the Charter School will reduce its chronic absenteeism rate by 1% per year through through the term of the petition.

**Goal 5**

The Charter School's fifth goal is to increase students' English Language proficiency. In the 16-17 SY, 47% of The Charter School's English Learners met their annual growth targets. The Charter School's goal is to increase by 5% per year, the number of English Learners who have met their annual growth goal, the term of the petition. The Charter School also intends to increase by 5% per year the number of students who are Reclassified Fluent English Proficient. The percentage for the 16-17 SY was 22%.

## 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).)*

### STUDENTS SERVED

	15-16	16-17	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18
<u>Student Served</u>	<u>Total #</u>	<u>Total #</u>	<u>Total #</u>	<u>Total %</u>	<u>K #</u>	<u>K %</u>	<u>1 #</u>	<u>1 %</u>	<u>2 #</u>	<u>2 %</u>	<u>3 #</u>	<u>3 %</u>	<u>4 #</u>	<u>4 %</u>	<u>5 #</u>	<u>5 %</u>
- Total Enrollment	292	292	276	100.00%	47	17.03%	44	15.94%	48	17.39%	48	17.39%	41	14.86%	48	17.39%
- In District	282	262	251	90.94%	43	15.58%	41	14.86%	45	16.30%	42	15.22%	39	14.13%	41	14.86%
- Out of District	10	30	25	9.06%	4	1.45%	3	1.09%	3	1.09%	6	2.17%	2	0.72%	7	2.54%
- EL	24	18	15	5.43%	3	1.09%	5	1.81%	3	1.09%	1	0.36%	1	0.36%	2	0.72%
- SPED	26	25	20	7.25 %	1	0.36%	3	1.09%	2	0.72%	4	1.45%	5	1.81%	5	1.81%
- FRPM	251	239		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
- Foster Youth	1				0		1		0		2		1	0.36%	0	0.00%
- Homeless	0	7	12		1		2		3		2		2		2	
- African American	165	178	167	60.51%	25	9.06%	23	8.33%	34	12.32%	34	12.32%	20	7.25%	25	9.06%
- American Indian or Alaska Native	1	2	5		1		1		0		0		2		1	
- Asian	2	1	0		0		0		0		0		0		0	
- Filipino	1	1	1		0		0		0		0		1		0	
- Hispanic or Latino	79	84	75	27.17%	11	3.99%	15	5.43%	11	3.99%	9	3.26%	15	5.43%	14	5.07%

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- Pacific Islander	1	1	1		1		0		0		0		0		0	
- White	10	6	6	2.17%	2	0.72%	1	0.36%	0	0.00%	1	0.36%	1	0.36%	1	0.36%
- Two or More Races	20	17	15	5.43%	5	1.81%	2	0.72%	1	0.36%	4	1.45%	2	0.72%	1	0.36%

### MISSION STATEMENT

The Charter School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The Charter School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities.

### VISION STATEMENT

The Charter School's vision is to ensure that students are prepared for college and for the 21<sup>st</sup> Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

### PROGRAM DESCRIPTION

#### *Community*

Aspire Public Schools' schools are small, with generally 30-66 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for elementary campuses (K-5) is between 320 and 440 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. The Charter School 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.
- *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.

## ***Learning Time***

Aspire Public Schools 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 Public Schools have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire Public Schools students receive about one hour more instruction each day than students in traditional public schools.
- *Longer School Year:* Aspire Public Schools' schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

### ***A Typical Day***

As early as 7:00am parents pull up to the curbside of the school and drop off scholars for breakfast. The Culture and Climate Parent Volunteers and staff, such as Pastor Heath or Mr. Munoz, opens the car door for the scholar, greets everyone, and encourages scholars to walk down into the cafeteria to receive breakfast.

After eating breakfast, receiving homework help, interacting with peers and campus monitors, the Dean of Students greets all scholars and walks them to the Morning Loop at 7:40am. Scholars are then directed by the campus monitors to vigorously walk with friends around the blacktop or the gym, while joyful music plays.

At 7:50am, the music is stopped and the whistle blows, Dr. Sanders, the principal, gives the command for scholars to walk over to their classroom lines. Scholars are then greeted by their teacher and prepare for Capitol Heights Academy's school wide morning meeting. After school announcements, uniform checks, classroom cheers, Principal Clip-ups, and reviewing the School Norms, scholars are dismissed by classroom.

At 8:00am, scholars walk to their classroom with their teacher. Scholars arrive in their classroom and follow classroom guidelines to prepare for the classroom community circle meeting where scholars will discuss their favorite subjects in school and some real life experiences they can use for their writing assignment in the next unit. Scholars do a class whip around during community circle, and close by giving a classmate a compliment.

At 8:30am, scholars review their daily college objectives and return to their desks to prepare for the Core Knowledge content instruction. Scholars begin their Core Knowledge lesson for the day with a Cognitive Content Dictionary (GLAD ELD strategy) chart to preview

vocabulary words for the unit on the solar system. Throughout this activity, scholars work collaboratively with peers to discuss ideas, share prior knowledge, and to construct new knowledge.

Scholars clean up and transition over to the Blended Learning computers at 9:00am to work on the computer/direct instruction ELA Program Wonders, to practice vocabulary, comprehension, spelling, and text evidence skills at their own pace. While scholars work on the computers for thirty minutes, the teacher holds two guided reading lessons for two different groups while the remainder of the scholars work independently on extension activities tied to the Wonders Core unit on the saving of our planet and being eco-friendly. After thirty minutes, scholars rotate groups. Scholars receive small group instruction and work on phonics, phonemic awareness, sight words, and reading comprehension.

At 9:50am, classes do a college walk to the playground, and have a recess break. The campus monitors have several organized Playworks games such as kickball game, 3 on 3 basketball, 4-square, a movement station, the play structure, or the games of the week.

At 10:15am, classes go right to specials (physical education, Spanish, Art, or intervention, Science). PE Today - After warming up, scholars work through the small group centers that focus on gross motor skills. The teacher encourages scholars and challenges some groups to complete the centers by practicing the basics of volleyball.

After completing the specials activity with the PE coach, classes regroup and return to the classroom at 10:55am. Scholars return to the Wonders Curriculum solar system unit to review the vocabulary and to complete a shared reading activity on the classroom rug. The teacher gives scholars plenty of opportunities to discuss questions with peers as scholars listen to the reading.

After finishing the Wonders lesson for the day, scholars return to their desks without wasting time and continue working on their Growing Educators/Lucy Caulkins writing unit on a Personal Narrative of traveling to space. Scholars continue working with classmates in groups according to the writing stage they are on, and share resources to write about their imagined experience with planets, living in space, space shuttles and astronauts. Scholars are challenged but engaged in trying to use all of the resources to write one paragraph.

At 11:50pm, scholars clean up and rotate with their blended learning groups to work on the Math Curriculum Engaged New York/Eureka Math coupled with the blended learning program Zearn. All of the math instruction is Common Core aligned.

During lunch at 12:30pm, scholars eat lunch with friends then immediately head over to the basketball courts. Scholars play a few basketball games with friends, imagining they are on the Sac Kings basketball team winning the championship. After lunch, scholars return to class for the continuation of math block. Scholars' new goal is to complete as many missions aligned to the Common Core Standard they received during the mini-lesson at the beginning of the block.

Right after the direct instruction of the math lesson, scholars transition over to the Blended Learning computers at 1:10pm to work on the common core computer software program, Zearn, to practice today's math standard and concepts at their own pace. While scholars work on the computers for thirty minutes, the teacher holds a small group data driven math re-teach or refresher lesson and works closely with 2-6 student that are first up for the lesson. The other students are rotating to math workstations and the computer which supplement the standard and skills taught during today's lesson. After twenty minutes, scholars rotate math workstations at 1:40pm and complete their independent work for the math extension and prepare for daily objective review/debrief practicing academic discourse and deep thinking.

At 2:00pm, the math block has ended and scholars are walked to Science/Art specials. Scholars learn about Mass and how to estimate weight. The science teacher uses what scholars learned in their Wonders unit to reiterate vocabulary, extend your thinking, and teach new Tier 3 vocabulary words. Once done, the teacher meets scholars outside of the Science lab and walks them back to class. Scholars have had a long, rigorous, active day!

At 2:45pm the yoga teacher eases the class into mindfulness exercises physically and mentally. At 3:10pm scholars begin their daily clean up, gather backpacks, ensure they have their homework and the homework agenda, and make their room looks tidy for the next day.

At 3:15pm, scholars walk in a straight college ready line to their designated classroom line spots either in the gym or the blacktop. Scholars await the arrival of parents, while they high-five or fist bump their teacher before leaving with a guardian. If scholars are in the CHA after school Program called SOAR, they are received by your designated SOAR teacher daily. If scholars are in the Salvation Army afterschool program they wait in their classroom line until the SA Educator comes and picks them up.

SOAR scholars report to their classroom and begin reading a book. Then, they decide to work on their math homework with the tutor. They are then fed supper. After a short break they choose an activity station of homework help, physical fitness, Young Engineers or Karate. Scholars finish up some more reading through a quiet independent reading activity. After scholars finish their project, they clean up and get ready to head home.

At 6:00pm scholars head home to finish up any remaining homework, enjoy some family time, and get a good night's sleep to be prepared for the next school day.

## **CURRICULUM DESCRIPTION**

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

- *English Language Arts:* Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral

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reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students write extensively in both expository and creative forms.

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

One of the phonics resources in K-5 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Common Core Units of Study.

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

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a



double block of math in secondary schools, our state adopted math materials, Eureka Math, can be interwoven with other real-life problems.

A key tool in mathematics instruction is the CCSS-based software program Illuminate. Illuminate creates, scores and reports CCSS-based assessments. Aspire Public Schools 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 Public Schools also plans to administer the Smarter Balanced Assessment Consortium Interim Assessments.

For example, the results of a CCSS-based assessment given in 5<sup>th</sup> grade might show that 90% of the students mastered Math Standard Number Sense CCSS: Add, subtract, multiply, and divide with decimals, but only 15% mastered Number Sense CCSS: Perform operations with multi-digit whole numbers and with decimals to hundredths. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard.

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

- *Science:* Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, Core Knowledge Units, FOSS, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

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

- *Social Emotional Learning:* Aspire Public Schools is committed to **supporting our students' social and emotional development** to be caring and productive citizens. We engage in **culturally responsive and equitable practices** in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:
  - Managing emotions and behaviors
  - Feeling and expressing empathy and compassion for others
  - Making responsible decisions
  - Setting and achieving positive goals
- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and

ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts.

- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.
- *Physical Education:* The Aspire Public Schools Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games (such as Four Square), and some net games. Recess time and lunch play time also reinforce the skills, activities, and games which are learned during PE class.

### ***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 Public Schools students are assessed through:

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)<sup>1</sup>;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment);
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);

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

- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage ExperienceS (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

### *Technology as a Tool*

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

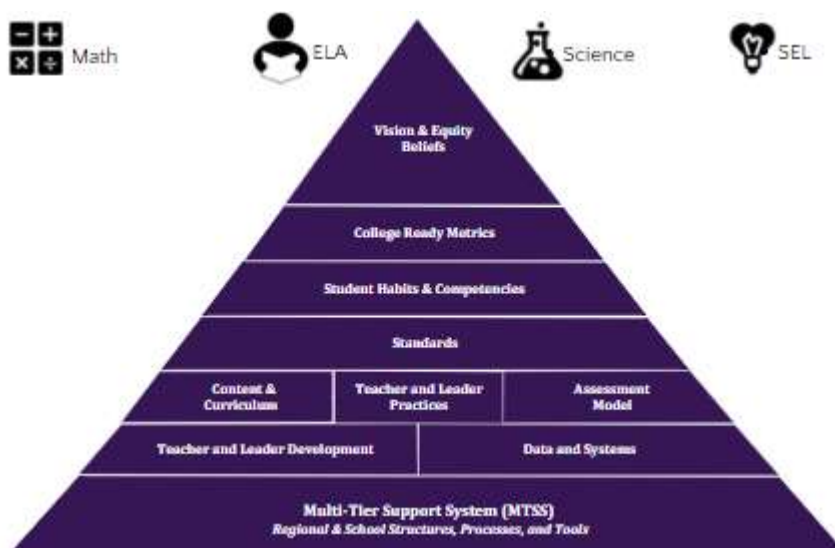
Additionally, many Aspire Public Schools educators utilize technology as a tool to provide students with additional opportunities for individualized learning. The Charter School will combine best practices in blended learning, which combines teacher-led small group instruction with digital learning and 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 Public Schools. 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 Public Schools 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, the Charter School piloted blended learning in 2<sup>nd</sup>-5<sup>th</sup> grade math. Based on this pilot, the Charter School will continue with a blended instructional model that will combine teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core math instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills.

## INSTRUCTIONAL APPROACHES

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



Aspire's Instructional Methods are available upon request. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS-based curriculum. Aspire Public Schools educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction*: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice*: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving*: this method provides students with a 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.
- *Authentic experiences*: In the early elementary grades at Aspire Public Schools' schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire Public Schools' schools, students focus on "reading to learn," through reciprocal teaching, close reading, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

## **IDENTIFYING AND RESPONDING TO THE NEEDS OF ALL PUPILS**

### ***Population to be Served by The Charter School***

The Charter School currently serves approximately 380 students in grades TK-5.

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

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

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

### ***The Educated Person in the 21st Century***

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

### ***How Learning Best Occurs***

The Charter School's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21<sup>st</sup> century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire charter schools by providing the road map of what students need to know.

In order to prepare students to succeed in college, Aspire Public Schools' 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 Public Schools 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 Public Schools 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 Public Schools' 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.

### ***Highly Effective 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 Public

Schools' will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

### ***Personalized Learning Plans***

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

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

Aspire Public Schools sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

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

<b>Assessment</b>	<b>Criteria For Additional Intervention</b>
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
DRA	Below grade level
Parent Recommendation	Any

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

Aspire Public Schools strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire Public Schools' data driven, student-focused approach to instruction. Aspire Public Schools 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.

### **SOCIO-ECONOMICALLY DISADVANTAGED / LOW INCOME STUDENTS**

The Charter School seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. By having a small school and small classes our students and their individual needs are known well. Socio-Economically Disadvantaged students are typically identified by qualification for Free or Reduced Price Meals. Qualification for this program is granted on an annual basis.

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

- Social emotional counseling during school
- Additional academic help during school
- Involvement of the parent/guardian
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

Socio-economically disadvantaged/low income students have the same thorough ongoing assessment as all students of the Charter School. This is primarily done through the Response to Intervention (RtI) team and frequent Cycles of Inquiry. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They along with the leadership team analyze data by all 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.



In addition, Aspire Public Schools' Data and Assessment team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their socio-economically disadvantaged/low income students' achievement on SBAC, CELDT, Star Ren, DRA, and other criteria that affect the outcome of students.

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of struggling learners to advance them to grade level standards so that they are college and career ready. We do not require any specific parent support, and take ownership to provide any needed materials; however, our hope is to involve and engage families along their child's educational journey.

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

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

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.<sup>2</sup> For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping 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.

### **EL PROGRAM DESCRIPTION**

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

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<sup>2</sup> Gifted Education Program Standards, National Association for Gifted Children.

- Home Language Survey

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

- CELDT/ELPAC Testing

In the 17-18 school year, all students who indicate that their home language is other than English and who have not taken the California English Language Development Test ("CELDT") before, will take this assessment within thirty days of initial enrollment<sup>3</sup>. Students who historically have taken the CELDT (i.e. annual CELDT takers) will take the new English Language Proficiency Assessments for California (ELPAC) in the spring of 2018. More specifically they will take the the annual summative assessment to measure a students' progress in learning English and to identify the student's level of English Language proficiency (ELP). In 18-19 students will only take the ELPAC in accordance with state Education code.

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

### ***Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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<sup>3</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- 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 may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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

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

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

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The adopted English Language Development Standards will be mapped to Aspire's Instructional Methods.

### ***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.

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

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

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

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- Monitoring of availability of adequate resources.

### **SPED PROGRAM DESCRIPTION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***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.

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

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

### **Child Find**

The identification process for students who would be eligible for special education services under IDEIA begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of "Child Find," each school fulfills

the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

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

#### LEA Member in EDCOE Charter SELPA

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

As the LEA, The Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective 5/19/11. 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.

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.

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- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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



**INSTRUCTIONAL MINUTES AND NUMBER OF SCHOOL DAYS**

	<b>2016-17</b>	<b>2015-16</b>
First School Day	8/1/2016	8/3/2015
Last School Day	6/9/2017	6/3/2016
Instructional Days	186	185
Instructional Minutes - K (36,000)	49,350	60,615
Instructional Minutes - 1 to 3 (50,400)	61,430	60,615
Instructional Minutes - 4 to 8 (54,000)	62,560	61,320

**TECHNOLOGY AND MATERIALS AVAILABLE TO STUDENTS INCLUDING STUDENT TO COMPUTER RATIO**

Aspire Capitol Heights has 356 computers available to its students:

- 54 Dell laptops
- 272 Dell Chromebooks
- 30 Acer Chromebooks

**LCAP EXECUTIVE SUMMARY**

The Charter School is a direct-funded countywide benefit charter school in Sacramento County. It is chartered through the Sacramento City Unified School District. 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, The Charter School's greatest LCAP adjustment has been to narrow the focus for success by condensing it's previous year's LCAP goals from 16 to 3 goals this year.

In addition to reimagining The Charter School's LCAP moving forward, The Charter School also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. The Charter School's alignment with the Dashboard will help to ensure The Charter School is addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

In addition, The Charter School's will be implementing a blended learning initiative for both Math and ELA in order to meet the needs of all learners, give access technology and to 21st Century skills. The Charter School's will also increase Parent and Community engagement by offering several parent and family engagement activities, PTC and School Site Council meetings, fulfilling wrap-around needs for families, and referral services.

	DESCRIPTION	SUB-PRIORITIES	MEASURABLE GOALS TO ACHIEVE SUB-PRIORITIES	ACTIONS TO ACHIEVE MEASURABLE GOAL	MEASURABLE OUTCOME TO DEFINE SUCCESS	METHODS OF MEASUREMENT
STATE PRIORITY 1	State Priority 1 - Basic: degree to which teachers are appropriately assigned pursuant to <i>Education Code section 44258.9</i> , and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to <i>Education Code section 60119</i> ; and school facilities are maintained in good repair pursuant to <i>Education code section 17002(d)</i> .	<p>Providing all students access to fully credentialed teachers as relates to:</p> <ul style="list-style-type: none"> <li>Equity,</li> <li>Professional learning,</li> <li>Resource Alignment,</li> <li>Teachers.</li> </ul>	<p>16-17 SY: 92.3% of teachers were fully credentialed</p> <p>17-18 SY -19-20 SY: 100% of teachers fully credentialed</p>	Work with Aspire Credentialing Dept. to ensure all teachers hired are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed.	% of teachers fully credentialed
		<p>Providing students access to standards-aligned instructional materials as relates to:</p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Instruction,</li> <li>Resource Alignment.</li> </ul>	<p>CCSS aligned curricula will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and</p>	100% of Core Subjects taught will use the Common Core Standards	<ul style="list-style-type: none"> <li>Purchase of CCSS aligned curricula</li> <li>Admin walkthrough ratings</li> </ul>	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.

			materials are aligned to CCSS.			
		<p>Providing facilities in good repair as relates to:</p> <ul style="list-style-type: none"> <li>• Culture and climate</li> <li>• Resource alignment.</li> </ul>	<p>16-17 SY 100% school's facilities received "Good" rating on the SARC. Continue to maintain 100% of school's facilities receive "Good" rating on the SARC.</p>	<p>Facilities being upgraded with ADA compliant restrooms and expansion projects. Continued maintenance of the facility.</p>	<p>100% of facilities receive "Good" rating on SARC</p>	<p>SARC</p>
<p><b>STATE PRIORITY 2</b></p>	<p>State Priority 2 - Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including</p>	<p>Assessment: CCSS ELA, CCSS Math</p>	<p>16-17 SY  18% of students meet or exceed ELA SBAC standards</p>	<ul style="list-style-type: none"> <li>• Adopting CCSS aligned math and ELA curriculum and ensuring 100% students have access to their own physical or electronic</li> </ul>	<p>Each year, the % of students meeting or exceeding standards will increase by 5%</p>	<p>SBAC Data</p>

English learners as relates to assessment, curriculum, equity, instruction, professional learning		15% of students meet or exceed ELA SBAC standards	copies of the curriculum <ul style="list-style-type: none"> <li>Continuing to ensure all teachers are experts in the Common Core Standards for all core subject areas</li> </ul>		
	Curriculum: CCSA ELA, CCSA Math	Please see Priority 1	Please see Priority 1	Please see Priority 1	Please see Priority 1
	Curriculum: NGSS science	School has science specialist onsite creating lessons. School is a part of the California State Next Generation Science Standards (NGSS) early adopter grant.			
	Curriculum: Visual-Performing Arts & physical education	100% of students have access to a broad course of study, including: Art, PE, Music, and Technology	Choir, dedicated Science Teacher, PE, 1 to 1 computers in all classrooms, Blended Learning Technology specialist	Ensure the schools has choir, a dedicated science teacher, a dedicated PE teacher, ample technology, and a Blended Learning Technology specialist	Master schedule (choir), staff information from credential team and HR (PE, science, blended learning)

		<p>Equity</p>	<p>100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.</p>	<p>Delivering high quality instruction to all EL students and ensuring EL students have access to their own copy of curriculum and resources. All teachers GLAD Trained and using ELD for all EL Students</p>	<p>100% of English Learners will participate in a CCSS aligned ELD program</p>	<p>ELD Program participation</p>
		<p>Instruction</p>	<p>Continuing to ensure all teachers are experts in the Common Core Standards for all core subject areas</p> <p>Delivering high quality instruction to all EL students and ensuring EL students have access to their own copy of curriculum and resources. All teachers GLAD Trained and using ELD</p>	<p>Hire Dean of Instruction</p>	<p>All teachers assigned to their subject area</p> <p>100% of English Learners will participate in a CCSS aligned ELD program</p>	<p>Staff assignments</p> <p>ELD Program participation</p>

			for all EL Students			
		Professional Learning	All teachers participate in professional development	Offer high quality professional development for teachers	100% of teachers receive professional development	Professional development participation
<b>STATE PRIORITY 3</b>	State Priority 3 - Parental Involvement: efforts to seek input in decision making at the district level and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special needs subgroups as relates to: <ul style="list-style-type: none"> <li>• Culture and Climate</li> <li>• Equity</li> <li>• Family and Community</li> </ul>	• Culture and Climate	Parents and community members have opportunities to share their thoughts and concerns about school decisions	Hold meetings and other events to allow a forum for families and communities	Parent/Community Engagement meetings - Continue to work with Parent-Teacher Council, School Site Council, and Manager of Family/Community Supports to recruit families as partners in creating a school in which the entire community feels safe and welcome.	SSC and PTO meetings and other events that bring families and communities into the school
		• Equity	Please see State Priority 2	Please see State Priority 2	Please see State Priority 2	Please see State Priority 2

		<ul style="list-style-type: none"> <li>Family and Community</li> </ul>	<p>Panorama Ed Spring 2017 Family Survey (Elementary) data: 92.3% of "Overall Average" of parents/students are satisfied with CHA</p> <p>Each year, increase by 1% of "Overall Average" of parents/students that are satisfied</p>	<p>Use previous year's survey data to implement changes or options from which to increase family satisfaction</p>	<p>Each year, increase by 1% of "Overall Average" of parents/students that are satisfied</p>	<p>Survey data</p>
<p><b>STATE PRIORITY 4</b></p>	<p>State Priority 4 - Pupil Achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:</p>	<p>Assessment: CELDT/ELPAC English language proficiency</p>	<p>100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.</p>	<p>Delivering high quality instruction to all EL students and ensuring EL students have access to their own copy of curriculum and resources. All teachers GLAD Trained and using ELD for all EL Students</p>	<p>100% of English Learners participate in CCSS aligned ELD program</p>	<p>Program participation rate (100%)</p>
		<p>Assessment: ELA SBAC and Math SBAC</p>	<p>100% of English Learners will participate in a CCSS aligned ELD program</p>	<p>Delivering high quality instruction to all EL students and ensuring EL students have access to their own</p>	<p>100% of English Learners participate in CCSS aligned ELD program</p>	<p>Program participation rate (100%)</p>

	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Curriculum</li> <li>• Equity</li> <li>• Instruction</li> </ul>		and have access to all elements of the regular curriculum.	copy of curriculum and resources. All teachers GLAD Trained and using ELD for all EL Students		
		Curriculum	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Delivering high quality instruction to all EL students and ensuring EL students have access to their own copy of curriculum and resources. All teachers GLAD Trained and using ELD for all EL Students	100% of English Learners participate in CCSS aligned ELD program	Program participation rate (100%)
		Equity	16-17 SY 22% of EL students were RFEP  47% of EL students met their annual growth goal	Delivering high quality instruction to all EL students and ensuring EL students have access to their own copy of curriculum and resources. All teachers GLAD Trained and using ELD for all EL Students	5% increase every year in EL students meeting their annual growth goal.  5% increase every year in EL students RFEP	RFEP Rate and annual growth goal progress percentages
		Instruction	Please see above	Please see above	Please see above	Please see above
<b>STATE PRIORITY 5</b>		<ul style="list-style-type: none"> <li>• Culture and Climate, Equity, Family and</li> </ul>	School attendance- 94.4% Average Daily	Continue to use the SART process, educate	Increase ADA 1% per year	Increase ADA rate



	<p>State Priority 5- Pupil Engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates as relates to</p> <ul style="list-style-type: none"> <li>• Culture and Climate</li> <li>• Equity</li> <li>• Family and Community</li> </ul>	<p>Community</p>	<p>Rate</p> <p>Chronic absenteeism- 16.5% of students were chronically absent in 16-17</p>	<p>families on attendance, and to provide resources for parents/families with attendance issues; Ex. CHA Home Visit Project to increase attendance and student engagement rates</p>	<p>Reduce chronic absenteeism by 1% per year</p>	<p>Reduce Chronic absenteeism rate</p>
<p><b>STATE PRIORITY 6</b></p>	<p>State Priority 6 - School Climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:</p> <ul style="list-style-type: none"> <li>• Culture and Climate</li> <li>• Equity</li> <li>• Family and Community</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and Climate, Equity, Family &amp; Community</li> </ul>	<p>Reduce suspension rates. 16-17 rate 7.0 %, reduce by 1% per year</p> <p>Keep expulsions at zero</p> <p>Continue to increase satisfaction on student (87.7%),</p>	<p>Increasing actions and services to alternatives to suspension and training all staff in proactive strategies to behaviors, along with adopting PBIS have aided greatly in eradicating suspensions.</p> <p>Train staff and parents in Restorative Practices</p>	<p>1% reduction in suspension rate per year</p> <p>Expulsion rate zero</p>	<p>Reduction in suspension rate, improvement in satisfaction survey rates</p>

			<p>family (92.3%), and school climate (92.6%) surveys. All rate 16-17</p>	<p>and continuing to maintain a safe, clean, vibrant climate/culture and increasing family survey results</p> <p>Continue to work with my PTC, School Site Council, and Manager of Family/Community Supports to recruit families as partners in creating a school in which the entire community feels safe and welcome</p> <p>Use previous year's student survey data to implement changes or options from</p>		
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				which to increase student satisfaction		
<b>STATE PRIORITY 7</b>	<p>State Priority 7 - Course Access: pupil enrollment in a broad course of study that includes all of the subject areas described in <i>Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220</i>, as applicable as relates to:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Equity</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and Climate, Equity, Family &amp; Community</li> </ul>	<p>100% of students have access to a broad course of study, including: Art, PE, Music, and Technology</p>	<p>Have Choir, dedicated Science Teacher, PE, 1 to 1 computers in all classrooms, Blended Learning Technology specialist</p>	<p>Hires, # computers, course offerings</p>	<p>Hires, # computers, course offerings</p>
<b>STATE PRIORITY 8</b>	<p>State Priority 8 - Other Pupil Outcomes: pupil outcomes in the subject areas described in Education Code section <i>51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220</i>, as applicable as relates to:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Equity</li> <li>• Professional Learning</li> </ul>					

## **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).)*

### **SCHOOL-WIDE PERFORMANCE GOALS**

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

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

- *Basic Skills*: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);
- *Thinking Skills*: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills*: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.<sup>4</sup>

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

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

<u>SBAC</u> <u>ELA</u>	District % Standard Met/Exceeded 2016-2017	Number of Students Tested 2016-17	% Standard Met/Exceeded 2016-17 Difference from 2015-16	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	Comp School 1 Tahoe Elementary % Standard Met/Exceeded 2016-17	Comp School 2 Bret Harte % Standard Met/Exceeded 2016-17	Comp School 3 Oak Ridge Elementary % Standard Met/Exceeded 2016-17
- Site	39.41	154	4%	29%	18%	22%	19.77%	13.01%	14.12%
- African American	22.11	90	0%	19%	18%	18%	5.88%	14.28%	8.33%
- American Indian or Alaska Native	27.56	1	0%	0%	0%	0%	N/A	NA	N/A
- Asian	47.56	2	0%	67%	0%	50%	N/A	8.33%	13.18%
- Filipino	57.87	0	N/A	N/A	N/A	N/A	N/A	NA	N/A
- Hispanic or Latino	31.27	46	12%	35%	16%	28%	14.51%	10.71%	14.45%
- Pacific Islander	23.3	0	N/A	N/A	N/A	N/A	N/A	NA	N/A
- White	61.35	3	-50%	83%	50%	0%	45.45%	38.46%	N/A

- Two or More Races	47.07	12	6%	47%	27%	33%	N/A	0%	N/A
- Male	33.93	65	12%	16%	11%	23%	17.56%	14.20%	12.33%
- Female	45.11	89	-3%	29%	24%	21%	24.45%	12.12%	15.59%
- EL	10.39	8	13%	8%	0%	13%	0.00%	2.78%	5.98%
- SPED	13.6	12	3%	6%	5%	8%	27.27%	2.13%	5.34%
- FRPM	30.52	114	2%%	28%	16%	18%	16.03%	13.07%	13.87%
- Foster Youth	Not available	2	-33%	50%	33%	0%	unavailable	unavailable	unavailable
- Homeless	Not available	2	N/A	0%	N/A	50%	unavailable	unavailable	unavailable
Grade 3	31.76	43	9%	25%	10%	19%	20.40%	3.03%	10.84%
Grade 4	33.44	52	3%	26%	18%	21%	16.00%	6.98%	10.53%
Grade 5	32.92	59	-1%	37%	26%	25%	22.92%	11.90%	20.98%
<b><u>SBAC Math</u></b>	<b>District % Standard Met/Exceeded 2016-2017</b>	<b>Number of Students Tested 2016-17</b>	<b>% Standard Met/Exceeded 2016-17 Difference from 2015-16</b>	<b>% Standard Met/Exceeded 2014-15</b>	<b>% Standard Met/Exceeded 2015-16</b>	<b>% Standard Met/Exceeded 2016-17</b>	<b>Comp School 1 Tahoe Elementary % Standard Met/Exceeded 2016-17</b>	<b>Comp School 2 Bret Harte % Standard Met/Exceeded 2016-17</b>	<b>Comp School 3 Oak Ridge Elementary % Standard Met/Exceeded 2016-17</b>
- Site	31.46	156	4%	23%	15%	19%	13.57%	8.24%	11.10%

- African American	14.4	92	6%	14%	10%	16%	0.00%	9.52%	0.00%
- American Indian or Alaska Native	23.63	1	100%	N/A	0%	100%	N/A	9.52%	N/A
- Asian	42.34	2	50%	33%	0%	50%	N/A	16.67%	17.38%
- Filipino	42.49	0	N/A	N/A	0%	N/A	N/A	N/A	N/A
- Hispanic or Latino	22.79	46	6%	29%	16%	22%	12.70%	3.53%	8.37%
- Pacific Islander	18.35	0	N/A	N/A	0%	N/A	N/A	N/A	N/A
- White	51.83	3	-67%	50%	67%	0%	45.45%	15.38%	N/A
- Two or More Races	38.88	12	5%	47%	20%	25%	N/A	9.09%	N/A
- Male	31.16	66	9%	16%	18%	27%	9.79%	8.08%	13.63%
- Female	31.78	90	1%	28%	12%	13%	18.22%	8.45%	8.43%
- EL	11.1	8	13%	0%	0%	13%	0.00%	5.58%	5.70%
- SPED	12.2	13	4%	17%	11%	15%	27.27%	2.17%	8.58%
- FRPM	23.33	116	6%	20%	11%	17%	11.28%	7.14%	11.16%
- Foster Youth	Not available	2	-17%	25%	17%	0%	unavailable	unavailable	unavailable
- Homeless	Not available	2	N/A	0%	N/A	50%	unavailable	unavailable	unavailable

Grade 3	37.35	44	6%	33%	19%	25%	22.45%	12.12%	19.27%
Grade 4	30.9	52	6%	16%	17%	23%	7.84%	6.98%	9.21%
Grade 5	24.5	60	4%	23%	8%	12%	10%	2.33%	4.82%

<b><u>CELDT/ELPAC</u></b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
Number Tested	14	8	7
Reclassified (Number of students)	6	3	1
Advanced (Number of students)	2	0	1
Early Advanced (Number of students)	4	4	3
Intermediate (Number of students)	6	4	3
Early Intermediate (Number of students)	2	0	1
Beginning (Number of students)	0	0	0

<b><u>Key Performance Indicators (KPI)</u></b>	<b>2016-17</b>
KPI-3: Kindergarten Attendance Rate	92.50%
KPI-4: Chronic Absence Rate	3.06%
KPI-5: Suspensions Rate	10.90%
KPI-8: Increased Positive School Climate Rate	92.59%
KPI-9: Participation in Expanded Learning Rate	36.90%
KPI-A: 3rd Grade Reading	4.55 %



### **Element 3: Pupil Progress**

*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).)*

The Charter School'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.

The Charter School will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). The Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

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

The Charter School's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060.

In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), the Charter School shall include a description of annual goals 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.

Annually:

The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

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

The Charter School shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

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

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

#### **DESCRIPTION OF ASSESSMENTS UTILIZED NOT INCLUDING CAASPP, CELDT/ELPAC, CST SCIENCE, AND PFT**

##### ***Reading Assessment***

In grades 2-5, The Charter School administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used

by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

### *Aspire Writing Assessment*

Once a year each student in grades 3-5 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 Public Schools 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. Interim assessments are aligned with the Eureka Math curriculum and will be given quarterly using Illuminate. 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*

The Charter School 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

### **DESCRIPTION OF HOW CHOSEN ASSESSMENTS ARE APPROPRIATE FOR STANDARDS AND SKILLS THEY SEEK TO MEASURE**

#### **17-18 K-8 Assessment Overview\***

\*To review the rationale for changes from Aspire's 16-17

Assessment Calendar, click on the following link: [Aspire's 17-18 Assessment Recommendations and Rationale for Changes.](#)

<b>Assessment (Grades)</b>	<b>Type</b>	<b>Purpose</b>	<b>Timing</b>	<b>Description</b>
STAR Ren Reading (2 – 8)	Formative/ Summative	Instructional/ Predictive	Fall, Winter & EOY Required Recommended at least 4x for progress monitoring	STAR Ren will provide an empirical measure of student reading levels. In the fall it will be a diagnostic measure that can be used for RTI services as well as an instructional measure for differentiation and acceleration. STAR Ren will be used for progress monitoring in the fall and winter and to measure reading growth at the end of the

				year. This will be administered via the STAR Ren portal.
Early Reading Diagnostic (TK-1)	Formative/ Summative	Instructional / diagnostic	Fall, winter, & EOY Required	The Early Reading Diagnostic is an assessment for Tk, K, and 1st grade students. It measures foundational reading skills. In the fall, it will be a diagnostic measure that can be used for RTI services as well as an instructional measure for differentiation and acceleration. The in the winter, it will be used for progress monitoring and to measure growth at the end of the year.
CA English Language Development Test (CELDT) and English Language Proficiency Assessments for CA (ELPAC) (K-8 ELs)	Formative Summative	Diagnostic	CELDT Fall and ELPAC Spring	The state is transitioning from the CELDT to the ELPAC to measure English Learner's English proficiency in the 17-18 school year. The CELDT will be used in the fall to diagnose the English skills for students who have not been tested on the CELDT previously (e.g. kindergarteners and newcomers). It could also be used to tests students on the verge of being redesignated. In the spring English Learners who took the CELDT in 16-17 will take the ELPAC to diagnose their English proficiency skills.
SBAC ELA Performance Task (3-8)	Formative	Instructional	Winter	In 17-18 we are only administering the ELA PT as an assessment (the math PT should be used as a teaching tool). Created by SBAC, the ELA PT will increase our understanding of what is expected on the PT as well as give students the opportunity to practice before the SBAC summative test in the spring. The ELA PT provides key information on our students' writing skills based on the SBAC rubrics. The ELA PT is currently planned to be administered online in Illuminate.

SBAC ELA/Math Interim, Comprehensive, Assessments (3-8)	Formative	Instructional/ Predictive	Late Winter	These are SBAC created interims designed using the same blueprint specifications as the summative tests. They will provide target and standard level strengths and skill gaps, an opportunity for students to practice for SBAC, and predictions of students' SBAC performance. The ICAs are currently planned to be administered online in Illuminate.
2 <sup>nd</sup> Grade Aspire ELA & Math Interims (2)	Formative	Instructional	Optional December & Required Late Winter	The 2 <sup>nd</sup> grade interims are designed to identify students' standard level strengths and skill gaps as well as provide an opportunity to practice online testing. They will be administered on-line in Illuminate.
SBAC ELA and Math (3-8)	Summative	Summative	Spring	SBAC is designed to assess students' mastery of the Common Core standards. It consists of the Computer Adaptive Test and Performance Task in ELA and Math. Given online in the CAASPP system.
CA Science Test (CAST) (5 <sup>th</sup> & 8 <sup>th</sup> )	Summative	Summative	Spring	In 17-18 CA will again pilot the CAST science tests in grades 5 and 8. The CAST will be used to test students' mastery of CA's Next Generation Science Standards. Given online in the CAASPP system.
Physical Fitness Test (5 and 7)	Fitness	Diagnostic/ Summative	Spring	The PFT measures students' level of physical fitness.

**PLAN FOR COLLECTING, ANALYZING, AND REPORTING DATA ON PUPIL ACHIEVEMENT TO SCHOOL STAFF, SITE GOVERNANCE, STUDENTS, AND PARENTS**

The Charter School 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.

#### **PLAN FOR UTILIZING DATA CONTINUOUSLY TO MONITOR AND IMPROVE THE EDUCATIONAL PROGRAM**

The Charter School 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.

The Charter School 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 The Charter School, 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 Public Schools' 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: Academic Performance Index, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

## **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).)*

**INCORPORATION DATE, IF APPLICABLE**  
1999

**INCORPORATION TYPE, IF APPLICABLE**  
501c3

**SOLE STATUTORY MEMBER STATUS: YES OR NO**  
No

**LEGALLY RELATED ENTITIES**  
Aspire Public Schools does not have any legally related entities.

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

The Charter School is an independent charter school governed by the Aspire Board of Directors. 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.

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.

### **SIZE AND COMPOSITION OF THE BOARD**

The Aspire Board of Directors currently consists of 8 regular members. 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 Public Schools 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. 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.

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.

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

- Central Valley 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 Public Schools’ governance policies and practices.

Responsibilities include:

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

#### **HOW OFTEN BOARD WILL MEET**

The Board meets eleven times a year.

**BOARD MEETING DATES IN 2016-2017**

<b>Month</b>	<b>Day</b>	<b>Year</b>	<b>Meeting Held</b>	<b>Start Time</b>	<b>End Time</b>	<b>Meeting Type</b>	<b>Location</b>
August	30	2016	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
October	6	2016	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
November	3-4	2016	Yes	9:00	5:00	Other	3210 Raleigh-Millington, Memphis TN
November	10	2016	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
December	8	2016	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
January	12	2017	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
February	16	2017	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
March	9	2017	Yes	9:00	2:30	Regular	3311 East Morada Ln., Stockton CA
April	13	2017	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
May	11	2017	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA
June	15	2017	Yes	9:00	2:30	Regular	1001 22nd Avenue, Oakland, CA

**NEW BOARD MEMBER GOVERNANCE AND BROWN ACT TRAINING**

As new board members are selected, they receive Governance and Brown Act Training before they commence their membership. Training dates align with Board members' start dates.

**GOVERNANCE TRAINING DATE**

November 2<sup>nd</sup> and 3<sup>rd</sup>, 2017

**GOVERNANCE TRAINING DATE**

November 2<sup>nd</sup> and 3<sup>rd</sup>, 2017

**PUBLIC ACCESS TO AGENDAS AND MINUTES**

Public access to agenda and minutes can be found on our website at:

<https://aspirepublicschools.org/accountability/>

## **PARENT (INCLUDING COMMUNITY) INVOLVEMENT, OVERVIEW**

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, The Charter School. [Ref. Education Code Section 47605(n).]

For Aspire Public School board meetings, there is a live teleconference line and video broadcast available in a conference room at the Central Valley Regional Office. 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 Public Schools 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.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders have access to Board of Directors meetings pursuant to the procedures in place as described above, designed to comply with the Brown Act.

Board meetings are typically physically held at the Home Office of Aspire Public Schools, currently 1001 22<sup>nd</sup> Ave, Oakland, CA 94606. 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 Public Schools' bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Public Schools 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 Public Schools 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

#### **LISTING OF COMMITTEES AVAILABLE TO PARENTS**

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 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.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, but 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, 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 Public Schools 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.

2. Meeting/discussion with the specific staff member
  3. Meeting/discussion with the person's supervisor (if applicable)
  4. Meeting/discussion with the Principal
  5. Meeting/discussion with the Area Superintendent or Associate Superintendent
  6. Meeting/discussion with the Aspire Board of Directors
1. All contact information is available in the Charter School's Office. If an informal conference regarding a concern fails to reach an outcome which is satisfactory to the complainant, he/she may initiate the formal process by filing a written complaint. The form is available in the Parent Handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

### **CONFLICT OF INTEREST POLICY**

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.

### **SITE ADVISORY COMMITTEE NAME**

The School Site Advisory Committee, called the Capitol Heights Academy (CHA) School Site Council, is comprised of 6 members; the school leader, 2 classroom teachers, 1 business manager, and 2 parents. The group helps monitor the school budget in order to spend on items and programs aimed to improve student academic outcomes and improve the CHA community engagement.

### **PARENT TEACHER ORGANIZATION NAME**

The Parent Teacher Council is comprised of 5 Officers who are parents and members consisting of CHA Staff, Teachers, and parents. This group's primary focus is fundraising and to assist in festivals/events the school implements yearly.

## **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 Public Schools will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire Public Schools 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 Public Schools '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 Public Schools' 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. 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.

### **GENERAL QUALIFICATIONS FOR VARIOUS CATEGORIES OF EMPLOYEES**

#### ***Chief Executive Officer***

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

Aspire Public Schools 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 Public Schools:

- 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 Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.



*Required knowledge, skills, and abilities:*

- 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.

**General Counsel**

The General Counsel will be responsible for leading the legal efforts involved with serving Aspire Public Schools 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

**Central Valley 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

***Central Valley Associate Superintendent(s)***

The overall responsibilities of the Associate Superintendent includes principal supervision, growth and development, operations, ELL/ELD, Social Emotional Learning, Secondary Program, LCAP, Principal support and development, and special projects. Additionally, Associate Superintendents are responsible for administering, directing and coordinating the instructional support program in all areas as assigned. This support could include leadership of program and development, curriculum planning and development, instructional budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation.

The Associate Superintendent(s) participate(s) 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 Regional Leadership Team (RLT). The work requires an understanding of the overall mission, goals, and objectives of Aspire, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets.

*Required knowledge, skills, and abilities:*

- Demonstrated success as an instructional and organizational leader and in the professional development of teachers and principals
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional and operational support to schools
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Comprehensive knowledge of California laws and regulations affecting the development and implementation of instructional programs.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional staff to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- 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.

*Required educational level:*

- Master's Degree in education

*Required experience:*

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

***Regional Director of Student Services***

Regional Directors of Student Services provide direct consultation to schools and manage a team in order to integrate supports for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to SARB, expulsion hearing officer duties and Universal Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

*Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively

*Required educational level:*

- Masters in Education, Counseling, Social Work or related discipline
- PPS Credential (preferred)
- California Administrative Services Credential (preferred)

*Required experience:*

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

## KEY POSITIONS AND EXPECTED QUALIFICATIONS

### **Counselor**

#### *Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- 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
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
  - Supervise MSW Master of Social Work level interns/PPS Pupil Personnel Services Interns
  - Supervise additional Master of Social Work level employees pursuing their clinical licensure in CA

#### *Required educational level:*

- Master's Degree in Counseling/Social Work or related discipline

#### *Required Experience*

- PPS Credential or Eligibility for PPS Credential

#### *Essential Duties and Responsibilities*

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire
- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.
- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care

- Continually improve social work skills by seeking our constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

### ***Education Specialist Mild/Moderate***

#### *Required knowledge, skills, and abilities:*

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body

#### *Required educational level:*

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist) required
- Bachelor's Degree required; Master's Degree preferred

#### *Required Experience*

- 2+ years working with students which special needs in an educational setting required

#### *Essential Duties and Responsibilities*

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP



- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to special education
- Participate in Student Study Team meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in the general education classroom
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

### ***School Psychologist***

#### *Required knowledge, skills, and abilities:*

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- 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
- Spanish bilingual preferred, but not required

#### *Required educational level:*

- Bachelor's degree; Master's in education preferred
- Pupil Personnel Services Credential

#### *Required Experience*

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

#### *Essential Duties and Responsibilities*

- Provide individual and group services to children that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations

- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

### ***Dean of Instruction***

#### ESSENTIAL DUTIES & RESPONSIBILITIES

##### ***Instruction, Monitoring, & Staff Development***

- Support and assist administration with efforts to ensure academic and operational programs of high quality and in compliance with any applicable regulations.
- Design and implementation of instructional programs that strengthen teaching skills and advancement of students.
- Maintain curriculum standards through sound leadership practices that can be demonstrated through coaching, modeling and instruction for teaching staff.
- Participates in and conducts formal as well as informal classroom observations.
- Plan and conduct teacher training programs and conferences in relation to new classroom procedures, instructional materials and equipment, and teaching aids.
- Monitor, identify trends, and analyze data including report preparation to increase student achievement using such systems as OnCourse and PowerSchool.
- Coordinate and/or support Cycle of Inquiry sessions.
- Participate in and/or chair the RTI committee.
- Coordinate with after-school programs and other intervention personnel to insure coherent supports for students.
- Support teachers in developing and fostering strong classroom climates that support student academic achievement.
- Provide support with academic counseling and monitoring of student class schedules.
- Provide direct instruction to students in teaching coursework based on school site needs.
- Oversee administration of CST, CAHSEE, CELDT and other state or Aspire-required assessments.
- Participate in and/or represent the principal in IEP or 504 meetings as required.
- Work directly with families to support the development of students academically, intellectually, socially and behaviorally.
- Recommend, order, or authorize purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs.

### **Leadership**

- Assign work of, supervise and evaluate direct reports.
- Effectively build and maintain relationships with parents, community stakeholders, sponsoring district and neighborhood schools that establish mutual trust and respect.
- Develops and cultivate a school wide culture that fosters positive relationships across all levels.
- Work collaboratively with Principal and Home Office to achieve site and organizational goals.
- Support administration in the delivery of student report cards.
- Lead projects as assigned by principal that may include; process improvement, cycle of inquiry-driven instructional improvements, or any other projects required.
- Lead and participate in appropriate staff meetings and trainings including traveling within and outside of school region.

### **Student Life & Culture**

- Implement, model and enforce policies and practices as they relate to student discipline and cultural norms.
- Respond to and participate in complaints or investigations of student behavior.
- Collaboratively work with students, parents and school staff to build a learning environment that is safe and productive.

### **Additional Duties**

- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Performs other related duties as required and assigned.

## **QUALIFICATIONS:**

### **1) Required knowledge, skills & abilities:**

- Experience with instructional leadership, including demonstrated knowledge of curriculum, training design, assessment, culture building and developing along with leading teachers.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Ability to provide excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.
- Knowledge of business and management principals in leadership techniques, resource allocation, coordination of resource and people.
- Knowledge of applicable laws, Education code, regulations that govern educational

- practices.
- Ability to collect, analyze and interpret data.
- Possess skill set to select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

## **2) Minimum educational level:**

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid Administrative Credential preferred

### ***Dean of Students***

#### **ESSENTIAL DUTIES & RESPONSIBILITIES**

##### **Student Life & Culture**

- Implement, model and enforce policies and practices as they relate to student discipline and Aspire cultural norms.
- Respond to complaints or investigations involving student behavior.
- Participates and lead when required parents conferences involving matters related to discipline and attendance.
- Document, manage and report on student discipline data utilizing systems such as OnCourse.
- Oversee and develop student mediation/conflict resolution programs.
- Respond to and participate in complaints or investigations of student misbehavior.  
Work with school site staff such as principal, psychologists and counselors in determining in making appropriate recommendation for resolutions.
- Provide supervision of students during school sponsored activities.
- Plan and organize extracurricular activities that support the development of student interpersonal skills and relationships.
- Lead student life activities including athletics, programs, social activities, music and drama activities, student governments, assemblies, contests and publications, as appropriate.
- Manage relationships with outside vendors, contractors and entities that provide student activities, as necessary.

##### **Leadership**

- Assign work of, supervise and evaluate direct reports.
- Effectively build and maintain relationships with parents, community stakeholders, sponsoring district and neighborhood schools that establish mutual trust, respect and cooperation.
- Acts as a resource partner to school faculty with classroom management including support of academic programs are operating in a professional manner and in compliance with applicable regulations. May support such academic programs as; Special Education services, CST, CAHSEE, CELDT and any other required assessments.
- Work collaboratively with Principal and Home Office to achieve site and organizational goals.
- Lead projects as assigned by principal that may include, process improvement, cycle of inquiry-driven and/or instructional improvements.

- Lead and participate in appropriate staff meetings and trainings including traveling within and outside of school region.

### **Student Safety**

- Collaboratively work with students, parents and school staff to build a learning environment that is safe and productive.
- Adopts and manages processes to safeguard students while on campus. Manages emergency issues in alignment with Aspire practices while ensuring the learning environment is positive and productive.
- Participates and trains staff on safety drills, emergency plans, and policy development related to safety.

### **Additional Duties**

- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Performs other related duties as required and assigned.

## **QUALIFICATIONS:**

### **1) Required knowledge, skills & abilities:**

- Knowledge of business and management principals and processes involving; program development, planning, resource allocation and coordination of people and resources.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team and in stressful environments.
- Ability to provide excellent communication and present information and ideas so that others will understand.
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences.
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods.
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data.

### **2) Minimum educational level:**

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid credential preferred

## **CREDENTIALING REQUIREMENTS**

All core subjects teachers are credentialed. Upon hire, an employee's credential data is instantly downloaded from the CTC database to Aspire Public Schools' in-house credential information system, Helios. Credential Services verifies that the employee has the correct authorization for their assignment(s), and works with employees who need employer assistance in obtaining additional authorizations.

### ***Teacher***

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

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

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

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

### ***Teacher Hiring***

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

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

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

### ***Professional Development***

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

### **NON-CORE TEACHING POSITIONS AND QUALIFICATIONS**

In accordance with Education Code Section 47605(1), flexibility shall be given with regard to noncore, noncollege preparatory courses. Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

### ***BUSINESS OR Office Manager***

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

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- A.A. degree or equivalent work experience

*Required experience:*

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

***Building Manager***

*Required knowledge, skills, and abilities:*

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages

*Required educational level:*

- None

*Required Experience*

- 1-3 years of janitorial experience preferred but not required

*Essential Duties and Responsibilities*

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day



- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Coordinate and manage night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
- Order cleaning and building supplies
- Set up and arrange furniture for assemblies, meetings and special events
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off
- Identify any major security or safety hazards and major repair needs
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

### ***After School Educator***

#### *Required knowledge, skills, and abilities:*

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

#### *Required educational level:*

- Associate's degree or 48 units of college credit

#### *Required Experience*

1. Experience working with children or youth in a school or community-based setting
2. 1+ year as a teacher, teacher intern, or teaching assistant preferred

#### *Essential Duties and Responsibilities*

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
  - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
  - Complies with all safety and other regulatory and/or funder requirements

- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
  - Under the guidance of the Afterschool Director of The Charter School or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
  - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
  - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism
  - Fosters a program culture of high expectations that includes college preparation for all students
  - Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
  - Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

### ***Campus Monitor***

#### *Required knowledge, skills, and abilities:*

- This position is responsible for monitoring and supporting students during lunch and passing breaks to ensure a safe, secure and comfortable environment conducive to student interaction and learning.

#### *Required educational level:*

- High School diploma

#### *Required Experience*

- 1+ year working with students as a teacher, teacher intern, teaching assistant, or yard duty.

#### *Essential Duties and Responsibilities*

- Supervises students during lunch/recess, including enforcing school rules, school boundaries, and school behavior expectations.
- Ensures a safe environment in the lunch room, school grounds and/or parking lot.
- Works with other school staff to ensure sufficient level of supervision coverage in all areas of the lunch room, school yards, and/or parking lot.
- Helps mediate and resolve conflicts between students.
- Administers first-aid as needed.

- Identifies any major security or safety hazards and major repair needs in the recess area and ensures safety rules are followed.
- Completes accident reports as needed.
- Performs other related duties as required and assigned.<

#### **NUMBER OF CURRENTLY EMPLOYED NON-CORE TEACHERS**

Currently, the school employs one non-core teacher. This is their physical education teacher, who holds a teaching credential.

<b><i>Teachers:</i></b>	<b>Number of teachers</b>	<b>Number of credentials current</b>	<b>Number of appropriate assignments</b>
TK	1	0	1
K	2	2	2
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2

#### **ADMINISTRATOR REQUIREMENTS**

##### ***Principal***

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. Principal applicants are first screened by the regional recruiter, Area Superintendent, and Regional leaders; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with parents and community members that have a presence at the school site. 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 fiscal and operational responsibility and management
- Technology skills (Microsoft Office and ability to use the internet)

*Required educational level:*

- Bachelors degree
- Masters or Ph.D. in Education
- Fully credentialed

*Required experience:*

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

## **RECORD KEEPING**

Credential Services uses Helios to audit employee authorization data in real time (such as renewal requirements, impending expiration dates, etc.) and ensures that teachers are authorized for their assignments. Credential Services uses Helios to send automated renewal reminders at 1 year, 6 months, 90, 60, and 30 days prior to expiration of a renewable document. Credential Services works with teachers, service providers, and their principals to ensure that there is no lapse in the employee's authorization for the given assignment(s).

## **Element 6: Health and Safety**

*The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include 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.

### **TUBERCULOSIS TESTING**

All of The Charter School's faculty and staff shall be tested/examined for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **IMMUNIZATIONS**

All of the Charter School's students enrolled and staff shall 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.

### **SCREENINGS**

The Charter School shall 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.

### **BACKGROUND CHECKS**

Employees, volunteers, and contractors of the Charter School shall 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.

### **MANDATED REPORTING**

All staff, including teaching and non-teaching shall be mandated child abuse reporters, and will be required to complete SafeSchools online training "Child Abuse: Mandatory Reporting (full course)" and will follow all applicable reporting laws:

**MEDICATION IN SCHOOL**

The Charter School shall 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.

**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.

**BLOOD BORNE PATHOGENS**

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

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

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

**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.

**SAFETY TRAINING**

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 Public Schools 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).

#### **FACILITY ADA COMPLIANCE**

Aspire Capitol Heights Academy leases its facility from the Roman Catholic Bishop of Sacramento. The Charter School has facilities improvement plans to ensure that the school is accessible to all staff and students. These improvements will take place in the summer of 2018. The two main projects that will be undertaken are:

- Ensuring that all restrooms (staff and student) will be ADA compliant;
- Ensuring that the path of travel in relation to the restrooms is ADA compliant, addressing the slope and walkways on the asphalt.

## **Element 7: 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).)*

### **MEETING BALANCE: YES OR NO**

Yes.

### **PLAN FOR ACHIEVING BALANCE**

The Charter School 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. The Charter School will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan to achieve a racially and ethnically diverse student population.

### **PLAN FOR MONITORING AND CORRECTING IMBALANCES**

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. No person shall be subjected to discrimination 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, including immigration status.

### **ANNUAL OUTREACH EFFORTS WITH SPECIFIC ORGANIZATIONS AND MEDIA**

Outreach efforts 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, other leadership organizations, and local preschools.
- 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.

### **PRACTICES AND POLICIES TO SUPPORT BALANCE**

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.

	2016-17	2016-17	2016-17	2016-17	2015-16	2015-16	2015-16	2017-18	2017-18
<b><i>Student Population</i></b>	<b><i>District: #</i></b>	<b><i>Site: #</i></b>	<b><i>Site: %</i></b>	<b><i>District: %</i></b>	<b><i>Site: %</i></b>	<b><i>District: %</i></b>	<b><i>District: #</i></b>	<b><i>Site: #</i></b>	<b><i>Site: %</i></b>
- Total Enrollment	41,085	292	122.2%	100%	100.0%	100%	41,028	276	100.0%
- EL	8,143	18	7.5%	19.80%	8.2%	15.40%	6,305	15	5.4%
- SPED	5,455	25	10.5%	13.30%	8.6%	13.70%	5,601	27	9.8%
- FRPM	28,876	239	100.0%	70.30%	86.0%	72.60%	29,772	237	85.9%
- Foster Youth	261	1	0.4%	< 1.0%	0.3%	< 1.0%	276	4	1.4%
- Homeless	367	7	2.9%	0.80%	0.0%	1.50%	611	10	3.6%
- African American	5,818	178	74.5%	14.20%	56.5%	14.80%	6,083	167	60.5%
- American Indian	251	2	0.8%	0.60%	0.3%	0.60%	262	5	1.8%
- Asian	7,219	1	0.4%	17.60%	0.7%	17.80%	7,290	0	0.0%
- Filipino	604	1	0.4%	1.50%	0.3%	1.40%	590	1	0.4%
- Hispanic	16,136	84	35.1%	39.30%	27.1%	38.70%	15,889	75	27.2%
- Pacific Islander	891	1	0.4%	2.20%	0.3%	2.0%	803	1	0.4%
- White	7,476	6	2.5%	18.20%	3.4%	18.50%	7,600	6	2.2%
- Two or More Races	2,690	17	7.1%	6.50%	6.8%	6.10%	2,501	15	5.4%
- No Race Indicated	unavailable	2	0.8%	unavailable	4.5%	< 1.0%	10	6	2.2%

## **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).

### **APPLICATION PROCESS**

The Aspire application process is comprised of the following steps:

1. Completion of a Student Interest Form for each child who is interested in attending The Charter School
2. Lottery Procedure - Applications will be accepted during a publicly advertised open application period, which occurs in late January through the end of February of each year for enrollment in the following school year. Based on a 40 week school calendar, this is weeks 23-26.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The Charter School will hold a lottery to determine enrollment for the impacted grade level(s). SchoolMint is the platform through which all Aspire Central Valley schools, including Aspire University Charter School, conduct their lotteries. The lottery takes place every year during week 28. Each lottery is public and takes place at the school. Families do not need to attend in order to secure a spot. Once the lottery is complete, the information is posted publicly and emailed to families. Open enrollment and lottery information is communicated through letters sent home, ParentSquare messages, and information on SchoolMint.

The Charter School holds at least one parent information session and comprehensive information is available on school websites and in the Charter School office. 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:

1. Children of Aspire Regular employees
  2. Siblings of students already admitted to the Charter School
  3. All students who seek to continue their preparation and readiness for college from other Aspire schools
  4. Children residing within the District
  5. All other students who reside in the state of California
4. The Central Valley Area Superintendent or designee will be in attendance at the lottery, which is open to the public. All names will be drawn randomly to determine the students who are

accepted and those who are on the wait list. The order of names drawn will determine the order of names on the wait list.

5. At the conclusion of the lottery, students who were accepted will be notified by the Charter School Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the wait list and then asked if they would like to stay on the wait list for the upcoming year. This wait list 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, the Business Manager will offer enrollment to students in the order as listed on the wait list through the online enrollment system.

In no circumstance will a wait list carry over to the following school year.

6. Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Business Manager 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 wait lists for a period of one year.

7. SchoolMint automatically transfers the online student applications to a random lottery which has been organized to follow the Charter School priorities (as listed above) to a numbered priority list and Wait List, all of which are printed and displayed in real time. Although the Charter School Business Manager organizes and oversees the lottery, The Central Valley Regional Operations Director and the Central Valley Special Projects Manager are responsible to see that the process is followed fairly, accurately, and in a timely manner from start to finish. Monthly Business Manager meetings address lottery procedures in detail starting in December, and full accounts of the process, procedures, and updates are reported to the Area Superintendent.

#### **APPLICATION TIMELINE**

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

#### **December – January**

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

#### **January - March**

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

#### **March - May**

Waitlist letters distributed to applicants not

selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.

## **ENROLLMENT PROCESS**

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

At the conclusion of the public random drawing, students who were accepted will be notified by phone, email, and mail within two days and asked to register for the upcoming school year. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, school personnel will offer enrollment to students in the order as listed on the waitlist. In no circumstance will a waitlist carry over to the following school year.

## **ENROLLMENT TIMELINE**

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

## **DESCRIPTION OF LOTTERY SYSTEM**

Aspire uses SchoolMint to manage its lotteries. SchoolMint offers mobile-friendly applications and lotteries, which allows parents use their smartphone to complete applications, capture and upload required documents, check status, and accept or decline offers. Lotteries are run by a secure computer algorithm, so rules and priorities are followed every time and families can be assured of an equitable, tamper-proof process. The system assigns open seats and populates the waitlist, and applicants are automatically moved up and down the list, all based on our rules and priorities. Families can accept or decline an offer through their own device at any time, so schools know their enrollment numbers and can start planning for the coming year.

SchoolMint increases parents' engagement, keep them informed by reaching them through email, text message, or voice message, and tracking all interactions online. With SchoolMint, data are verified, can integrate with PowerSchool, and is securely stored in the cloud for 24/7 access. Lotteries are safe from tampering, and there's always an audit trail. The

platform allows schools to save countless hours of staff time and cut down significantly on the costs of printing, mailing, and paper.

SchoolMint complies with data privacy regulations under the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Data is secured with 256-bit Secure Sockets Layer (SSL) encryption during transfer. All information is secured in a protected cloud environment, and permissions are set so that each user has access to only the information they are authorized to view. Parents establish a secure e-signature to certify forms throughout the year.

#### **WAITING LIST NUMBER OF STUDENTS ON THE 5TH SCHOOL DAY IN 2017-18**

There were 36 students on the wait list on the 5<sup>th</sup> day of school.

#### **RECRUITMENT OF ACADEMICALLY LOW ACHIEVING STUDENTS, ECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES**

Outreach strategies and practices, designed to support a balance of students at Aspire Capitol Heights' Academy, 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, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, the local newspaper, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio/YouTube 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.

#### **ADMISSION PREFERENCES FOR CONVERSION CHARTER SCHOOLS TO INCLUDE PUPILS WHO RESIDE WITHIN THE FORMER ATTENDANCE AREA OF THAT PUBLIC SCHOOL**

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Children of Aspire Regular employees
2. Siblings of students already admitted to the Charter School
3. All students who seek to continue their preparation and readiness for college from other Aspire schools
4. Children residing within the District
5. All other students who reside in the state of California

**COMMENTARY REGARDING ADMISSIONS SCREENING OF STUDENTS**

The Charter School 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. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

## **Element 9: Financial**

*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. If any audit exceptions are identified during the audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan to resolve to ensure that exceptions have been corrected. Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

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.

### **PERSON/ORGANIZATION RESPONSIBLE FOR CONTRACTING AND OVERSEEING THE INDEPENDENT AUDIT**

Our internal points of contact with the external, independent auditors are Karen Draper, Aspire Public Schools’ Controller, and Paul Wetterholm, Aspire Public Schools’ Assistant Controller.

### **AUDITOR EXPERIENCE WITH EDUCATION FINANCE**

Our auditors are Gilbert Associates. Our audits are led by Sarah Ellis, Partner, CPA, and Mr. Chris Maples, CPA.

Ms. Ellis has over 16 years of education auditing experience. She is an alumna of California State University, Sacramento, and holds a B.S. in Business Administration with a

focus on Accountancy. Ms. Ellis is responsible for oversight of all aspects of attestation engagements including planning, execution, and presentation of results to management, governing boards, and committees. She is the current Shareholder in Charge of Gilbert Associates' Privately Held Business and Charter School Committees. She is co-chair of the Firm's Quality Control Committee, and a member of the firm's Nonprofit, Government, and Employee Benefit Plan Industry Committees. Ms. Ellis provides clients with recommendations on a wide variety of issues including internal controls and general operating matters. She provides internal and external training on accounting and audit related matters. Prior to joining Gilbert Associates, Ms. Ellis worked as an accountant for a large commercial insurance broker and as an associate for a CPA firm located in the bay area.

Mr. Maples is an alumnus of California State University, Chico and holds a B.S. in Business Administration with a focus on Accountancy. He has 11 years of experience. Mr. Maples serves as a manager on a variety of audits including nonprofit, charter schools, governmental entities, employee benefit plans and privately held businesses. He manages and supervises staff on each engagement, with varying degrees of experience. Responsible for financial statement presentation, footnotes, management letters and other required communications, assists in the daily progress of audit fieldwork, and conducts audits of federal financial assistance programs pursuant to OMB Circular A-133/Uniform Guidance and Government Auditing Standards. He conducts audits in accordance with Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Planning. Mr. Maples serves as the firm's Recruiting Director, responsible for identifying and recruiting talented professionals beginning their public accounting career.

#### **PROCESS OF PROVIDING AUDIT REPORTS TO THE DISTRICT AND SCOE**

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the Local Control and Accountability Plan (LCAP) required pursuant to Education Code Section 47606.5.
3. By September 15, a final unaudited report for the full prior year.
4. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
5. By December 15, a copy of The Charter School's annual, independent financial audit report for the preceding fiscal year.
6. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.



Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

#### **TIMELINE FOR AUDIT EXCEPTIONS TO BE ADDRESSED**

If any audit expectations are identified during the interim audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan in advance of the final audit.

#### **PROCESS AND TIMELINE FOR RESOLVING AUDIT EXCEPTIONS AND DEFICIENCIES**

Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring by providing additional trainings as needed to address issues.

#### **FINANCIAL STATEMENTS**

Aspire Public Schools 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.

<b>***Independent Charters Only***</b>	<b>2016-17 (note 6)</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
Annual Revenues:		3,430,133	3,129,062	2,745,667	2,447,106
Annual Expenses		3,194,000	2,821,808	2,571,146	2,279,566
Beginning Cash Balance:	753,926	649,519	276,594	-144,913	80,042
Ending Cash Balance:		753,926	649,519	276,594	-144,913
Independent Negative Cashflow Months: (note 2)					
Outstanding Receivables		530,063	373,781	522,379	804,354
Outstanding Payables (note 3)		171,915	112,561	147,632	77,248
Beginning Fund Balance	1,214,855	952,574	704,705	428,665	261,125
Ending Fund Balance		1,214,855	952,574	704,705	428,665
Board Approved Audit Firm (Independent only): (note 4)					
Number of Outstanding Audit Resolutions:		None	None	None	None
Student Body Account (note 5)	No	No	-	-	-
If Student Body Account, ending balance		-	-	-	-

Comments E9: Notes below

- 1 All data taken from audited financial statements.
- 2 Not available.
- 3 Outstanding payables includes accrued expenses.
- 4 Gilbert Associates, Inc for all years.
- 5 Not applicable
- 6 2016 - 17 audited financial statements have not been published.

## **Element 10: Suspensions-Expulsions**

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

### **SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE SUSPENDED**

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.

## SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE EXPELLED

### 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 while under the Charter School's jurisdiction as defined above. 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 while under the Charter 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, while under the Charter School's jurisdiction, violated any of the suspendable acts listed under suspension.

**Second Finding of Fact**

The Aspire Administrative Panel's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** or **Permissive Expulsion** categories above shall also require a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. 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.

**Students with Disabilities**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Manifestation Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

More specific procedures that comport with this requirement are listed below:

**SUSPENSION PROCEDURES**

**In School Suspension**

The Charter School believes that in-school suspension is not more effective than non-suspension forms of alternative suspension and, as such, will not use In School Suspension as an intervention.



*Procedures in Cases Requiring Suspension*

1. **Incident Investigation**- The Principal, Assistant Principal, or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The Principal or Assistant Principal 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).

In addition, the Charter School will comply with Education Code 48903 (a) which states that, except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Students are provided with the opportunity to complete missed work, tests, etc. during their suspension period. Work may be provided to the student to complete during or after the suspension depending on the length of the suspension and other logistical factors. Students have within two weeks of their final suspension day to complete make-up work and tests, which should be scheduled with their teacher.

(b) For the purposes of this section, the Charter School 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. Please see sections related to suspensions of students with disabilities for additional information on the protections afforded to them in relation to maximum suspension days.

(c) Special procedures, protections and limitations related to suspension and expulsion of students with special needs are articulated in a further section specific to students with special needs.

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.

### Suspension 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.

Initial Appeal Request: 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. The written response will include options for additional appeal and rights for the parent should the parent not agree with the decision of the school.

If parents come with a request not in writing, the Charter School will work with the family to have a written request created. This gives the school documentation and makes sure that the request is clearly articulated.

Final Appeal Hearing: If parents would like to appeal the decision of the school administrator they have the legal right to do so per Code of Federal Regulations 99.21. If the parent appeals, the school must attend the hearing and provide evidence for their decision at the hearing.

Additionally, the hearing is governed by CFR 99.22 and the following rights are afforded to students and families. Families will be informed of these rights as part of the written determination in Step 1:

- 1) To have a hearing held within a reasonable time after receipt of hearing request
- 2) To have notice of the date, time and place of the hearing from Aspire within ten (10) school days of the scheduled hearing
- 3) To have the hearing conducted by an Aspire official who does not have a direct interest in the outcome of the hearing (The Regional Manager/Regional Director of Student Services or Area Superintendent).
- 4) To have a full and fair opportunity to present evidence relevant to the issues raised under their suspension appeal.
- 5) To, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. If they plan to be represented by legal or non-legal counsel, they must contact the Director of Student and Family supports at least 5 school days prior to the hearing date.
- 6) Request in writing at least 5 school days prior to the hearing for a postponement of the hearing.
- 7) To have a decision made in within five (5) school days of the date the hearing commenced, and to be informed of its decision within an additional three (3) school days.

- 8) To have a decision based solely on the evidence presented at the hearing and include a summary of the evidence and the reasons for the decision.

If the hearing finds that the suspension stands, the parent may place a written rebuttal to the action in the student's file.

## **EXPULSION PROCEDURES**

### **1. Determination of an Expellable Offense**

The Aspire Principal or designee investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined above.

If the student's conduct which warranted the suspension is listed in the Expulsion Offenses above, and if the Aspire Principal determines that there is cause for expulsion as based on Mandatory Expulsion requirements or a probable Second Finding of Fact, the Principal will contact the CEO or designee within the Student Services Department in order to recommend the student for expulsion proceedings.

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

In the event an administrative panel hears the case, it will make the decision whether or not to expel the student. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing five (5) days prior to the hearing.

### **2. Meeting to Extend Suspension Pending Expulsion**

A meeting is to be held within five (5) school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardians are invited to attend this meeting with the Principal or designee. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties. If the suspension is extended for the duration of time between the conclusion of the date of the meeting and the expulsion hearing, the student will be placed on an independent study contract to maintain his or her educational standing and the Charter School must provide work and support in line with the independent study contract.

### **3. Official Notification**

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Aspire Public School's disciplinary Administrative Regulations concerning Expulsion which relate to the alleged violation;
- Notification that parents may withdraw their student from school, but that due process will be observed and the expulsion hearing may still be held for the incident even if the student withdraws.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor. **Note:** if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The opportunity to request a one-time postponement of the hearing. **Note:** if the student or the student's parent/guardian wish to postpone the hearing, such written request must be received by Aspire no less than five (5) calendar days prior to the hearing.

#### 4. Expulsion Documents and Hearing Preparations

The Principal or designee files papers with the CEO or designee within the Student Services Department that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness. The CEO or designee may subpoena witnesses as necessary.

The student and his/her advocate prepare their presentation to the Aspire Administrative Panel and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. Again, if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.

#### 5. Process of the Expulsion Hearing

##### a) **Closed Session**

Aspire shall conduct an Administrative Hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) calendar days prior to the hearing that the hearing be a public meeting. If

such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Aspire Administrative Panel will meet in closed session to deliberate and determine whether or not to recommend that the student should be expelled.

If the Administrative Panel admits any other person to closed session of the Aspire Administrative Panel (with the exception of the Administrative Panel's Hearing Officer or Official Student Services Department Representative), the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. [Education Code 48918(c)]

**b) Record of Hearing**

A record of the hearing, but not the deliberation, shall be made and may be maintained by any means, including electronic or digital recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. [Education Code 48918(g)]

**c) Subpoenas**

Before commencing a student expulsion hearing, the CEO or designee may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. [Education Code 48918(i)]

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding.

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

**d) Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Sworn Declarations are considered as witness testimony and are not considered hearsay if the Aspire Administrative Panel, Administrative Panel Hearing Officer or the Director of Student and Family Supports determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. Hearsay is an acceptable form of evidence and is admissible. In cases where a search of a student's

person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record. [Education Code 48918(f) and (h)]

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery [as defined in Education Code Section 48900], a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**e) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

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

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

one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer shall permit the support person to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
  8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
6. Determination of Expulsion  
 Within three school days after the hearing, the Aspire Administrative Panel shall determine whether to expel the pupil from Aspire Public Schools. The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Aspire Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. The Aspire Administrative Panel's decision not to recommend expulsion shall be final.

The Aspire Administrative Panel's decision on whether to expel a student shall be made within forty (40) school days after the student is removed from his / her school of attendance, unless the student requests in writing that the decision be postponed.[Education Code 48918(a)(2)]

Upon ordering an expulsion, the Aspire Administrative Panel shall set a date when the student shall be reviewed for readmission to a school within Aspire. For a student expelled for an act listed under "Mandatory Expulsion" above, this date shall be one calendar year from the date of the expulsion.

#### 7. Written Notice to Expel

The CEO or designee within the Student Services Department following a decision of the Aspire Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Term of expulsion and rehabilitation requirements
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Aspire Public Schools.
- Opportunity to appeal the expulsion.

The CEO or designee within the Student Services Department, shall send a copy of the written notice of the decision to expel the student's district of residence as required. The specific process for this is included below.

#### 8. Appeal of an Expulsion

Parents and/or guardians may appeal an expulsion decision within five working days of receiving written notice by providing written notification to Aspire's CEO or the CEO's designee within the Student Services Department of a desire to appeal. The student may not return to the school during the period of time while the expulsion appeal is pending. The school will continue to provide independent study during this period to support the student in achieving their educational goals. The appeal hearing shall take place within at the next Aspire Board of Directors meeting. The decision of the Board of Directors regarding expulsion appeals shall be final.

#### 9. Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of



expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record. If readmitted, placement is made at the Charter School, but once readmitted students may also apply to other Aspire schools.

#### 10. Readmission and Reinstatement

Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Prior to the expiration of the student's expulsion term, parents will be contacted by the Regional Manager or Regional Director of Student Services to determine whether they wish to re-enroll the student at the Charter School. One month prior to the expiration of the expulsion term, the student must provide evidence that the expulsion conditions for readmission have been met. If the student is able to provide evidence of meeting the conditions of the expulsion one month prior to the expulsion term expiration, placement is guaranteed at the school from which the student was expelled.

The decision to readmit a pupil or to admit or reinstate a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Aspire Board of Directors. Readmission procedures shall be as follows:

- a) Upon confirmation from the pupil and parent/guardian within one month of the expulsion term expiring that the student would like to return to the Charter School, Aspire shall consider readmission of the student. (Education Code 48916)
- b) The CEO or designee within the Student Services Department shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
- c) The CEO or designee within the Student Services Department shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session.
- d) If the readmission is granted, the CEO or designee within the Student Services Department shall notify the student and parent/guardian of the Board's decision regarding readmission.
- e) The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus

safety or to other Aspire students or employees. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program.

#### 11. Disciplinary Records

The CEO or designee within the Student Services Department shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee within the Student Services Department shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

#### **Notification of the District**

Upon expelling any student, Charter School shall notify the District by submitting an expulsion packet to the District immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion", including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the District as indicated above, if the student is a resident of a school district other than Modesto City Schools, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request

#### **Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

The Charter School utilizes 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/RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the Charter School and the area superintendent.

Additionally, each RMSS/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, assistant principals, 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 larger support team includes managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and, when appropriate, members of the Aspire National Office

### **Gun-Free Schools Act**

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

### **PROCEDURES FOR INFORMING PARENTS AND PUPILS ABOUT REASONS FOR SUSPENSION OR EXPULSION AND OF DUE PROCESS RIGHTS**

**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.

**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(s) committed by the student.

The school shall make every effort to involve parents in the suspension process. This includes a requirement that the parent be notified of the suspension within 24 hours by phone, email or other verified direct communication format. The parent must also be sent or given written notice of the suspension using the Aspire Notice of Suspension within 24 hours.

A copy of the Aspire Notice of Suspension is stored in the OnCourse discipline system—suspension notices should not be placed in the student’s physical 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.

## **DUE PROCESS FOR STUDENTS WITH DISABILITIES**

### **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 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.

#### **DISTRICT INVOLVEMENT OR NOTIFICATION OF DISCIPLINARY MATTERS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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 account for suspended or expelled students in its average daily attendance accounting as provided by law.

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.

## **POLICIES: SUSPENSIONS AND EXPULSIONS**

### ***Suspension Policy***

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 as described in California Education code 48900.5 (see above), 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 designated school administrator may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designated Regional Representative such including the Area Superintendent or Regional Manager/Regional Director of Student Services 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, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

### **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.

### ***Expulsion Policy***

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 as defined below in the Mandatory Expulsion and Mandatory Recommendation for Expulsion sections, 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 Aspire staff members who are certificated and not a teacher or principal at the Charter School or of the pupil past or present 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. An expulsion decision by the Administrative Panel 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.

More information on the specific steps of the expulsion process are found in the following pages.

### ***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 positive culture, 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.

Additionally, research shows that suspension and expulsion of students from school not only negatively impacts learning for those students receiving discipline, but also students in the broader classroom. Suspension and expulsion are clearly linked to the "school to prison pipeline" which is antithetical to the Charter School's core value of equity and Aspire's vision that every student is prepared to earn a college degree.

To that end, the goal of the Charter School will utilize proactive methods to create positive behaviors and alternatives to suspension and expulsion whenever possible.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level responses, including prevention and direct 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:

**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.

**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.

**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.

### **Purposeful Proactive Supports:**

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.

The Charter School also receive support from Regional Teammates who are directly tasked with a focus on our non-academic indicators of success: Regional Manager/Director of Student Services. The RM/RDSS role provides both school-specific and region-wide professional development and direct support around our discipline philosophy as well as other student services needs. The job description for this position is included in this document.

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.



- Total Enrollment	32	11.0%	0	0.0%	33	0	37	0
- EL	0	0.0%	0	0.0%	0	0	2	0
- SPED	6	2.1%	0	0.0%	14	0	26	0
- FRPM	32	11.0%	0	0.0%	33	0	32	0
- Foster Youth	0	0.0%	0	0.0%	0	0	0	0
- Homeless	2	0.7%	0	0.0%	0	0	0	0
- African American	23	7.9%	0	0.0%	28	0	27	0
- American Indian	1	0.3%	0	0.0%	0	0	1	0
- Asian	0	0.0%	0	0.0%	0	0	1	0
- Filipino	0	0.0%	0	0.0%	0	0	0	0
- Hispanic	2	0.7%	0	0.0%	0	0	3	0
- Pacific Islander	1	0.3%	0	0.0%	0	0	0	0
- White	2	0.7%	0	0.0%	0	0	0	0
- Two or More Races	3	1.0%	0	0.0%	5	0	3	0
<b><u>Exits</u></b>	2016-17	2015-16	2014-15	2013-14	2012-13			
Total Exits	25	30	38	30	25			

**Element 11: Staff Retirement**

*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).)*

**DESCRIBE ALL RETIREMENT PLANS**

All employees of Aspire Public Schools 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).

**ELIGIBLE STAFF AND QUALIFICATIONS FOR ALL RETIREMENT PLANS**

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

**PLAN TO ADEQUATELY ADDRESS EMPLOYEE RETIREMENT FUNDING**

Aspire Public Schools is well aware of the increasing STRS and PERS employer contributions, and has built those increases into the organization's multi-year financial projections. Depending on the increases in LCFF funding, Aspire Public Schools is prepared to make tradeoffs if needed, and is incorporating various scenarios in the organization's long-term budget planning.

**Element 12: 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).)*

**ATTENDANCE ALTERNATIVE POLICY**

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: Employee Rights****RIGHTS OF SCHOOL DISTRICT EMPLOYEES POLICY**

*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: 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).)*

#### **DISPUTE RESOLUTION PROCESS**

Any and all disputes between Sacramento City Unified School District (District) and Aspire Capitol Heights Academy (The Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- (a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- (b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- (c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School

#### **UNIFORM COMPLAINT PROCESS**

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 or a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees<sup>1,2</sup>, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer  
c/o Regional Manager of Student Services

Aspire Bay Area 1001 22nd Ave Oakland, CA 94606 510-434-5000	Aspire Central Valley 3311 E. Morada Lane Stockton, CA 952-5 209-647-3047
Aspire Los Angeles 5901 E. Slauson Avenue Commerce, CA 90040	Aspire Memphis 3210 Raleigh Millington Road Memphis, TN 38128 901-416-5958

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.

**UNIFORM COMPLAINTS: 2016-17 AND 2015-16**

Aspire Capitol Heights Academy has not received any uniform complaints in the 2016-2017 or the 2015-2016 school year.

**UNIFORM COMPLAINTS RESOLVED: 2016-17 AND 2015-16**

Aspire Capitol Heights Academy has not received any uniform complaints in the 2016-2017 or the 2015-2016 school year.

**NUMBER OF OCR AND OTHER COMPLAINTS**

Aspire Capitol Heights Academy has not received Office of Civil Rights or other complaints.

**STATUS OF CURRENT OCR AND OTHER COMPLAINTS**

Aspire Capitol Heights Academy has not received Office of Civil Rights or other complaints.

**PARENT COMPLAINT PROCESS AND INFORMATION ON WEBSITE**

The parent complaint process is posted at: <https://aspirepublicschools.org/accountability/>

## **Element 15: Procedures for School Closure**

*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).)*

### **CLOSURE PROTOCOL**

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

Charter School will provide the charter authorizer the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the charter authorizer and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the charter authorizer immediately upon the transfer of Charter School’s employee records to the designee. The Chief Operating Officer will serve as the school’s closure agent.

### **DISPOSITION OF ASSETS AND LIABILITIES**

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.

#### **MAINTENANCE AND TRANSFER OF PUPIL RECORDS**

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.

#### **MAINTENANCE AND TRANSFER OF FINANCIAL AND OTHER SCHOOL RELATED RECORDS**

Aspire will have an independent audit completed within six months after the closure of The Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. *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.

#### ***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.

**NOTIFICATIONS TO: DISTRICT, SCOE, STUDENTS, PARENTS, STAFF, SELPA, CDE, COMMUNITY, VENDORS, AND ALL OTHER INTERESTED PARTIES**

***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. The entity responsible for closure related activities is Aspire Public Schools.

***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.

***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:

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and

- d. 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).



**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.

## **Impact to District**

*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)

## **CIVIL LIABILITY**

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. 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 the internal dispute resolution process.

## **ADMINISTRATIVE, SUPPORT, AND OTHER SERVICES FROM THE DISTRICT**

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. Currently, CHA does not utilize district services.

## **EXCLUSIVE EMPLOYER DECLARATION**

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)].

**COLLECTIVE BARGAINING UNITS AND AGREEMENTS**

This is not applicable to Aspire schools.

**FACILITIES TO BE UTILIZED**

The Charter School intends to continue operating at its current location at 444 N American St, Sacramento City, CA 95202.

**FACILITY IMPROVEMENTS FOR CONSIDERATION**

Aspire Capitol Heights Academy leases its facility from the Roman Catholic Bishop of Sacramento. The Charter School has facilities improvement plans to ensure that the school is accessible to all staff and students. These improvements will take place in the summer of 2018. The two main projects that will be undertaken are:

- Ensuring that all restrooms (staff and student) will be ADA compliant;
- Ensuring that the path of travel in relation to the restrooms is ADA compliant, addressing the slope and walkways on the asphalt.

**FACILITY/CONSTRUCTION CHANGES FOR 2018-19 AND 2019-20**

None

**INSURANCE AND INDEMNIFICATIONS**

Aspire's insurance coverage for CA is provided by CharterSAFE (previously known as California Charter Schools Joint Powers Authority).

**CMO RELATIONSHIPS**

Aspire Capitol Heights Academy is part of Aspire Public Schools. Aspire Public Schools has 40 community-based schools serving over 16,600 students in California and Tennessee. Our schools range from TK through 12th grade.

**BACK OFFICE AND OTHER SUPPORT UTILIZED BY THE SCHOOL**

Aspire Public Schools has an experienced administrative staff that handles a variety of “back office” services like payroll, accounting, and purchasing for The Charter School. Aspire Public Schools 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 Public Schools and the District.

**TIMELY SUBMISSIONS OF CALENDAR OF DUE DATE ITEMS**

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# charterSAFE

## 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><b>Effective Date:</b> July 1, 2017 12:01 AM - July 1, 2018 12:01 AM</p> <p><b>Named Member:</b>  <b>Aspire Public Schools</b>                  1001 22nd Avenue, Suite 100                  Oakland, CA 94606</p>	<p><b>Coverage Provided by (CP):</b></p> <p>Provider E: Genesis Reinsurance Corporation and Argonaut Insurance Company</p> <p>Provider F: Safety National Casualty Corporation</p> <p>Provider G: Westchester Surplus Lines, Scottsdale Insurance Co., Homeland Insurance Co. of NY, Continental Casualty Co.</p> <p>Provider H: Illinois Union Insurance Company</p> <p>Provider I: Underwriters at Lyods of London</p> <p>Provider J: Underwriters at Lyods of London</p> <p>Provider K: Arch Insurance Company</p> <p>Provider L: Indian Harbor Insurance Company</p> <p>Provider M: Permissibly Self-Insured*</p>
<p><b>Coverage Provided by (CP):</b></p> <p>Provider A: California Charter Schools JPA dba CharterSAFE</p> <p>Provider B: Great American Insurance</p> <p>Provider C: Scottsdale Insurance Company</p> <p>Provider D: Markel Corporation Group and Scholar Reinsurance Insurance Co. Inc.</p>	

CP	COVERAGES	SCHEDULE OF LIMITS
A,B	<p><b>Section I: General Liability</b></p> <p><b>Deductible:</b> \$500 per occurrence for losses arising out of participation in High Risk Activities **</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Liability</li> <li><input checked="" type="checkbox"/> Premises Medical Payment Sublimit</li> <li><input checked="" type="checkbox"/> Damage to Premises Rented</li> <li><input checked="" type="checkbox"/> Products-Completed Operations</li> <li><input checked="" type="checkbox"/> Personal and Advertising Injury</li> </ul>	<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><b>Section II: Employee Benefits Liability</b></p>	<p>\$2,000,000 per occurrence</p>
A,B	<p><b>Section III: Educator's Legal Liability</b></p> <p><b>Deductible:</b> \$2,500 per occurrence</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> IEP Defense Sublimit</li> </ul> <p><b>Deductible:</b> \$7,500 per occurrence</p>	<p>\$2,000,000 per occurrence</p> <p>\$50,000 per occurrence/aggregate sublimit</p>
A,B	<p><b>Section IV: Sexual Abuse Liability</b></p>	<p>\$2,000,000 per occurrence</p>
A,B	<p><b>Section V: Law Enforcement Activities Liability</b></p>	<p>\$2,000,000 per occurrence</p>
A,B	<p><b>Section VI: Automobile</b></p> <p><b>Auto Liability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Automobile Liability (Autos scheduled with CharterSAFE, non-owned autos, and hired autos)</li> <li><input checked="" type="checkbox"/> Uninsured/Underinsured Sublimit</li> <li><input checked="" type="checkbox"/> Automobile Medical Payment Sublimit</li> </ul> <p><b>Auto Physical Damage</b></p> <p><b>Deductible:</b> \$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>

# charterSAFE

A,B,C	<p><b>Section VII: Board and Employment Liability:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Director's &amp; Officer's Liability  <b>Deductible:</b> \$5,000 per claim  <b>Continuity Date:</b> 07/01/2005</li> <li><input checked="" type="checkbox"/> Employment Practices Liability  <b>Deductible:</b> \$35,000 per claim  <b>Continuity Date:</b> 07/01/2005</li> <li><input checked="" type="checkbox"/> Fiduciary Liability  <b>Continuity Date:</b> 07/01/2005</li> </ul>	<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><b>Section VIII: Excess Liability - First Layer</b>  Excess Liability - First Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board &amp; Employment Liability, excluding Fiduciary Liability)</p>	<p>\$8,000,000 per occurrence/claim based on underlying coverage</p>								
E	<p><b>Section IX: Excess Liability - Second Layer</b>  Excess Liability - Second Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board &amp; 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><b>Section X: Workers' Compensation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workers' Compensation  <b>Workers' Compensation rate:</b> \$0.567 per \$100 of payroll</li> <li><input checked="" type="checkbox"/> Employer's Liability</li> </ul>	<p>Statutory</p> <p>\$5,000,000 per accident  \$5,000,000 by disease per employee  \$5,000,000 by disease policy limit</p>								
A,B	<p><b>Section XI: Crime</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Monies and Securities  <b>Deductible:</b> \$500 per occurrence</li> <li><input checked="" type="checkbox"/> Computer &amp; Funds Transfer Fraud  <b>Deductible:</b> \$500 per occurrence</li> <li><input checked="" type="checkbox"/> Forgery or Alteration  <b>Deductible:</b> \$500 per occurrence</li> <li><input checked="" type="checkbox"/> Employee Dishonesty  <b>Deductible:</b> \$500 per occurrence</li> </ul>	<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><b>Section XII: Property</b>  <b>Valuation:</b> Replacement Cost  <b>Deductible:</b> \$1,000 per occurrence</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Building (As Scheduled)</li> <li><input checked="" type="checkbox"/> Personal Property - Contents &amp; Electronic Data Processing (As Scheduled)</li> <li><input checked="" type="checkbox"/> Business Interruption/Business Income</li> <li><input checked="" type="checkbox"/> Extra Expense</li> <li><input checked="" type="checkbox"/> Boiler and Machinery / Equipment Breakdown</li> <li><input checked="" type="checkbox"/> Ordinance or Law</li> <li><input checked="" type="checkbox"/> Builder's Risk (As Scheduled with CharterSAFE)</li> </ul>	<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									

# charterSAFE

A, H	<b>Section XIII: Pollution Liability and First Party Remediation</b> ‡ Deductible: \$10,000 per occurrence	\$1,000,000 per pollution condition \$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A, I	<b>Section XIV: Terrorism Liability</b> ‡	\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A, J	<b>Section XV: Terrorism Property</b> 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	<b>Section XVI: Student Accident and Volunteer Accident</b> 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	<b>Section XVII: Cyber Liability</b> ‡ 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](http://www.chartersafe.org) or you may contact Carly Weston ([cweston@chartersafe.org](mailto:cweston@chartersafe.org) / 818-709-1570) from CharterSAFE's Risk Management Team.

‡ Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

## **INSURED EXPOSURES**

No. Students: 15,134	Vehicles:	Mobile Equipment:
No. Employees: 1,744	- No. Sedans: 0	- No. Drones: 0
Payroll: \$89,834,679.10	- No. Trucks: 0	- No. Trailers: 0
Builder's Risk Projects Scheduled: 2	- No. Vans: 4	- No. Golf Carts: 0
	- No. Buses: 0	- Other Mobile Equipment: 0

## **BUILDER'S RISK PROJECTS**

<u>Project Location</u>	<u>Start Date</u>	<u>End Date</u>	<u>Total Construction Value</u>
3201 E. Morada Lane, Stockton, CA	01/15/2016	07/15/2017	\$9,269,849.00
1039 Garden Street, East Palo Alto, CA	02/01/2016	07/15/2017	\$4,829,213.00

## **INSURED SCHOOLS AND LOCATIONS**

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG VALUE</u>	<u>CONTENT VALUE</u>	<u>EDP VALUE</u>	<u>TOTAL TIV</u>
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# charterSAFE

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG VALUE</u>	<u>CONTENT VALUE</u>	<u>EDP VALUE</u>	<u>TOTAL TIV</u>
1541	Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue	\$306,877.57	\$141,053.66	\$67,545.04	\$515,476.27
1545	Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue	\$172,198.06	\$120,570.78	\$61,299.69	\$354,068.53
14623	Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave.	\$14,135,593.69	\$265,574.38	\$100,000.00	\$14,501,168.07
10002	Aspire APEX Academy: 444 N. American	\$894,158.11	\$50,000.00	\$30,008.33	\$974,166.44
1522	Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane	\$22,429.28	\$367,121.77	\$44,279.98	\$433,831.03
15765	Aspire Benjamin Holt Middle School: 3293 East Morada	\$0.00	\$281,334.32	\$40,000.00	\$321,334.32
1528	Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue	\$264,512.15	\$50,000.00	\$74,436.32	\$388,948.47
1524	Aspire Capitol Heights Academy: 2520 33rd Street	\$492,866.65	\$165,694.12	\$13,569.01	\$672,129.78
1535	Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue	\$328,505.60	\$215,026.05	\$225,466.40	\$768,998.05
15945	Aspire Central Valley Regional Office: 3311 East Morada	\$5,879.16	\$93,242.48	\$30,000.00	\$129,121.64
1552	Aspire College Academy: 8030 Atherton Street	\$502,046.10	\$236,859.30	\$66,912.57	\$805,817.97
10125	Aspire College for Certain: 1009 66th Avenue	\$15,905,328.00	\$0.00	\$0.00	\$15,905,328.00
10126	Aspire College for Certain: 1039 Garden Street	\$9,675,693.00	\$0.00	\$0.00	\$9,675,693.00
15762	Aspire College for Certain: 1801 Pyrenees Ave.	\$6,500,000.00	\$0.00	\$0.00	\$6,500,000.00
10121	Aspire College for Certain: 2040-2050 West Lane	\$16,785,105.00	\$0.00	\$0.00	\$16,785,105.00
10120	Aspire College for Certain: 2360 El Camino Avenue	\$7,499,150.43	\$0.00	\$0.00	\$7,499,150.43
10124	Aspire College for Certain: 2565 58th Street	\$6,875,539.75	\$0.00	\$0.00	\$6,875,539.75
15763	Aspire College for Certain: 3201 East Morado Lane	\$9,000,000.00	\$0.00	\$0.00	\$9,000,000.00
15971	Aspire College for Certain: 3293 East Morada Lane	\$6,656,908.00	\$0.00	\$0.00	\$6,656,908.00
15972	Aspire College for Certain: 3311 East Morada Lane	\$3,190,281.00	\$0.00	\$0.00	\$3,190,281.00
10119	Aspire College for Certain: 400 105th Avenue	\$7,751,235.37	\$0.00	\$0.00	\$7,751,235.37

# charterSAFE

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG VALUE</u>	<u>CONTENT VALUE</u>	<u>EDP VALUE</u>	<u>TOTAL TIV</u>
10118	Aspire College for Certain: 6720-6724 S. Alameda Street	\$8,717,789.42	\$0.00	\$0.00	\$8,717,789.42
1523	Aspire East Palo Alto Charter School: 1286 Runnymede Street	\$196,644.84	\$50,000.00	\$112,993.34	\$359,638.18
10003	Aspire East Palo Alto Phoenix Academy: 1039 Garden Street	\$18,000.00	\$68,705.30	\$95,105.76	\$181,811.06
1538	Aspire ERES Academy: 1936 Courtland Avenue	\$260,461.59	\$50,000.00	\$38,625.27	\$349,086.86
1547	Aspire Firestone Academy: 8929 Kauffman Avenue	\$0.00	\$54,991.06	\$130,629.08	\$185,620.14
1546	Aspire Gateway Academy: 8929 Kauffman Avenue	\$500,000.00	\$33,475.65	\$113,157.07	\$646,632.72
1532	Aspire Golden State College Preparatory Academy: 1009 66th Avenue	\$2,850,436.87	\$306,125.13	\$66,187.97	\$3,222,749.97
1550	Aspire Inskip 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



## Conclusion

### REASONS CHARTER PETITION SHOULD BE APPROVED

Aspire Capitol Heights Academy has demonstrated that its performance is at least equal to the academic performance of nearby public schools and exceeds that of the district in serving certain subgroups. CHA is 58% African-American and 85% of the student body qualifies for free or reduced priced meals.

Metric	Population	Aspire Capitol Heights	David Lubin	Bret Harte	SCUSD 3 <sup>rd</sup> -5 <sup>th</sup> grades
% Standard Met/Exceeded 2016-17 SBAC ELA	African-American	18%	13.52%	14.28%	16.11%
% Standard Met/Exceeded 2016-17 SBAC Math	African-American	16%	10.82%	9.52%	14.03%

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

### FINAL COMMENTARY

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.

#### **CHARTER TERM REQUEST (5 YEARS FOR RENEWALS)**

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

## Signature Page



1001 22<sup>nd</sup> Avenue, Suite 100, Oakland, CA  
94606  
Tel 510-434-5000 fax 510-434-5010  
www.aspirepublicschools.org

January 19, 2018

Superintendent Superintendent Jorge Aguilar, Members of the  
Sacramento City Unified School District Board of Education  
5735 47th Avenue,  
Sacramento CA 95824

Dear Superintendent Aguilar and Members of the Sacramento City Unified School District  
Board of Education,

We hope this letter finds you well. Enclosed is Aspire's new charter petition for Aspire Capitol Heights Academy. If the new charter is approved, this new school would open with a term of 2018-2023.

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

Respectfully,

A handwritten signature in blue ink, appearing to read "Lane Weiss", is written over a large, light blue circular scribble.

Lane Weiss  
Area Superintendent and Lead Petitioner  
Aspire Public Schools